## Contents

**Session 1**  45 minutes  
The importance of working within school behaviour policies  

**Session 2**  40 minutes  
The significance of positive relationships and creating a safe learning environment  

**Session 3**  65 minutes  
Skills for promoting positive behaviour  

**Session 4**  45 minutes  
Social and emotional aspects of learning  

**Session 5**  75 minutes  
Managing difficult situations
Note to trainer

The aims of this module are:

● to emphasise the importance of working within the school behaviour policy
● to show participants ways of supporting pupils to develop social and emotional skills
● to introduce ways of building positive relationships that underpin good behaviour and create a safe learning environment
● to help participants develop skills in positive behaviour management and managing conflict and confrontation.

Trainers may wish to be aware of the Education and Inspections Act 2006. Guidance is available on Teachernet (www.teachernet.gov.uk).

Further reading and references for trainers and participants if they wish to follow up their learning can be found in course document 5.8.

Delivering the module

It is important that you read this booklet through thoroughly and familiarise yourself with the video and audio clips and other materials associated with the module. Behaviour is an emotional issue, prompting wide-ranging discussion, sometimes about strongly held beliefs. Remember that participants should feel that their views and experiences are valued, but it is also important that unhelpful views are challenged. It is essential, therefore, that you bring your own expertise and experience to bear when delivering this module. As time is always a factor, focus on those areas and activities that are most important to your group.

Although this is an induction programme, some participants may already have experienced training in this area as part of a whole-school approach to promoting positive behaviour. You may wish to establish this at the start of the session and to encourage participants to draw upon their experiences of other training.

The whole module is designed to be delivered in one whole day, but may be split as local circumstances demand.

Pre-module activities

In the Role and context module participants were asked to become familiar with the content of their school behaviour policy and its implications for their practice. They were also introduced to the importance of their role in helping pupils to meet the five outcomes of Every Child Matters. You can also expect participants to have completed one or more of the following pre-session activities (see course documents PM1 and PM2). A wide choice of pre-session activities has been provided so that participants can engage with this module in a way that suits their particular circumstances. Make sure that participants feel that their efforts are valued and remember to make opportunities for them to draw and reflect on their pre-session activities. A prompt at the beginning of each section highlights the activities most relevant to the section.
Course document PM1

Pre-module activities

Participants can select one or more from the following:

Activity 1 (pre-module) – Personal reflection
Think of an adult who made a difference to you when you were at school. What was it about this adult that made a difference? What did they do and say? What difference did they make? How did this affect your learning and your responses to them (your behaviour)?

Activity 2 (pre-module) – Personal reflection
Would you like to be a pupil in your school? Your response should focus on the school’s ethos, values and beliefs. Reflect on the reasons for your answer.

Activity 3 (pre-module) – Reflection on personal qualities
Use the list below to help you reflect on your personal strengths or successes. Consider how the qualities you bring will help you make a valuable contribution to the whole-school team.

Helping others
- Have you helped anyone recently?
- Have you cheered anyone up lately?
- Have you comforted anyone recently?
- Have you helped in the school community in any way?
- Have you congratulated or praised anyone lately?

Managing situations
- When did you deal with a difficult situation successfully?
- Have you handled a difficult letter, e-mail or phone call well?

Challenges and successes
- Have you improved your home or school surroundings in any way?
- Do you pursue any hobbies or interests?
- What work have you done well?
- Have you been praised for something you did at work?
- Do you do any voluntary work?
- Have you taken on any new challenges?

Activity 4 (pre-module) – Reflections on the school behaviour policy
How does your school’s behaviour policy support pupils to make them feel safe, make a positive contribution, develop social and emotional skills and understand expectations and limits? Note any issues this raises for you, or points you would like to clarify with your mentor.

Activity 5 (pre-module) – Learning environment
Suggest some ways of improving the learning environment (physical, social or emotional) in your school so that pupils feel safe and valued, are engaged and motivated to learn.
Promoting positive behaviour

Activity 6 (pre-module) – Breaktimes
Read this quotation from Joanne a primary school lunchtime supervisor talking about how teaching pupils playground games improves pupils’ behaviour at lunchtime:

“After we do the dinners, we take them out onto the playground where we play some games with them. While we’re playing the games, it stops the children getting bored, so they’re not thinking about picking on anybody or bullying. They’re all playing together. They’re all occupied – not getting up to mischief.”

Joanne (primary school lunchtime supervisor)

What are playtimes and lunchtimes like at your school? What is available for pupils? How well used is it? How does what happens at playtimes support pupils to feel safe and healthy, develop social skills, make friends and relax?

Activity 7 (pre-module) – Teachers’ expectations
Interview one or more teachers at your school. What do teachers look for in a TA? How can a teacher and TA work together to promote positive behaviour? If you cannot interview teachers, some responses from teachers in another school are included in course document PM2.

Activity 8 (pre-module) – Parents’/carers’ views
Interview some parents/carers about how they feel when their children start school and what kind of support they would welcome from a TA. If you cannot interview parents/carers, some responses from parents/carers of pupils in another school are included in course document PM2.

Activity 9 (pre-module) – Pupil interviews on behaviour
Use a simple schedule to find out what pupils in your school think about behaviour (for example: the school behaviour policy, how the school deals with bullying, the effectiveness of rewards and sanctions, how they think their own behaviour and that of others affect learning, how easy is it to get support, what pupils look for in a TA, etc). If you cannot interview pupils, some responses from pupils in another school are included in course document PM2.

Activity 10 (pre-module) – Pupil interviews on attendance
Interview pupils who are poor attendees to find out their reasons for not attending school. Ask what support would help them to improve their attendance. If you cannot interview pupils, refer to the responses from pupils in another school which are included in course document PM2.
Supplementary materials for the pre-module activities

Activity 7 (pre-module) – Teachers’ expectations

If you are unable to interview teachers from your own school, here are some extracts from interviews with teachers from other schools that should enable you to complete the pre-session task. You may hear some teachers expressing these views again, in context, as part of the module.

“It’s brilliant to have a teaching assistant working in the classroom. With 30 children, there’s always going to be somebody who’s not paying full attention and they could easily disrupt the rest of the class. A teaching assistant can instantly focus those children and make sure everybody’s listening, so that everybody’s learning.

Teachers and teaching assistants have a great relationship. Everyone knows what’s going on in the day and what they need to do. We work really well together. The pupils have equal respect for teachers and teaching assistants.”

Caroline (teacher)

“We have a good working relationship. I think the humour we bring to each other is really key. We bounce off each other.

I think it’s vital that we both have that awareness of the behaviour policy and that we’re both effectively singing from the same song sheet in terms of what we expect from pupils because otherwise they’re going to get mixed messages.

The relationship between the teacher and TA is fundamental. We just sort of look at each other instinctively, just as a small gesture, if something has happened or if I want Sharon, my TA, to pick up on something she hasn’t noticed, or there’s a child strayed off task I’ll give Sharon a look and she will be over there intervening!”

Helen (teacher)

“My TA Louise and I work together as a teaching team and not ‘teacher’ and ‘TA’. We’re also friends and I think that helps. We have a positive working relationship and we respect each other. We have different roles but they are of equal value.

The TA is au fait with the school behaviour policy because we’ve all had training in it and everybody contributed to it. She knows what the behaviour sanctions and reward systems are because it is consistent throughout the school, it doesn’t just apply to our class. If the TA thinks a pupil has done something that warrants a reward or going to see the head she is able to send them down to get that reward in the same way that I can.

The TA understands what my expectations for behaviour are and she demonstrates that when she’s working with pupils, so what I say, she says and what she says is what I say.”

Sharon (teacher)
Activity 8 (pre-module) – Parents’ and carers’ views

If you are unable to interview parents/carers of pupils from your own school, here are some extracts from interviews with parents/carers of pupils from other schools that should enable you to complete the pre-module task. You may hear parents expressing these views again, in context, as part of the module.

“When my daughter started nursery it was the teaching assistants who did the most to settle her in. And it was one teaching assistant in particular who spent an awful lot of time settling her in.

When my daughter started, one of the things the school identified, quite quickly, was that she found it quite difficult to form relationships with other children in the nursery and the teaching assistant was fantastic at helping her and directing her and putting her together with other children in a very low-key way, which she didn’t realise was happening.

The teaching assistant gave us such a lot of reassurance and we felt that when our daughter was with her, she would have as good quality care as she had at home effectively, because the warmth the teaching assistant felt towards the children was enormous. And that reassured us, and because we could see the efforts she was making, it didn’t remove all the worry, but it took an awful lot of it out and we felt she was in the best possible hands.

The best teaching assistants and teachers work together as a team and try and have as few arbitrary distinctions about ‘this is my role, this is your role’ as possible. They plan together. They share their planning. They can almost adapt their styles to fit in with each other, rather than trying to plough their own paths and impose how they like to do it. They work fantastically together, so you get a really strong impression of a team that communicates with each and that works together for the good of the children, rather than a split between teacher and teaching assistant with little communication between them.

Our teaching assistants here do an awful lot of the social and emotional work with the children. Some of them are specially trained to do extra work, but the whole school places a lot of emphasis on social and emotional aspects. In terms of its contribution to the behaviour of the school and the development of the children, I think it’s an enormous plus for the school.

You get very positive and strong messages about the care and well-being of the children, which is always clearly their prime concern. The teaching assistants play a hugely important role in being role models and being there to listen and to understand and to hear any concerns or worries and to reassure the children. If they are reassured, happy children then they will generally learn more rather than misbehave.”

*Katy (parent)*
"I think teaching assistants in school are vital. Looking back when I was at school there weren’t any. There was just the teacher and 50 kids and you’d always have children that were not so much ignored but, sort of, left out.

I think teaching assistants do make a difference. The group that my daughter is in has been helped by the assistant. It’s really come on, really, really quickly and it just shows what impact they make in the classroom.

I don’t think the children see them so much as assistants as almost like a teacher really – someone else they can go to, someone else they can get help from and someone else they can maybe share problems with.

If you go into a classroom and you are new to that classroom, you couldn’t probably tell who was who because they’re both, technically, doing the same job. They’re both working with groups of children. They’re both teaching. They’re both assisting. They’re both helping and they’re both encouraging.

It’s just their mannerisms and the ease with which they do their job. They know what they’re doing. They’re confident in what they’re doing and I think that just sort of flows out through the work they’re doing with the children. I’ve never heard a negative thing about teaching assistants. They’ve always been an integral part of the classroom and enabled the kids and staff just to move along.

I think teaching assistants need to like children. They have to be good listeners, be willing to teach. Being approachable, I think, is quite important. They’re like an anchor.”

Zac (parent)

Activity 9 (pre-module) – Pupils’ views about behaviour
If you are unable to interview pupils from your own school, here are some extracts from interviews with pupils from other schools that should enable you to complete the pre-session task. You may hear some pupils expressing these views again, in context, as part of the module.

“I’m expected to be well-behaved and if I don’t I get punished. We do have rules. They’re good rules and they should be followed and they’re not really hard, you just have to focus. If people took no notice then it would be chaos. Everyone would be just hitting each other, they won’t do their work, they won’t be kind to people and they won’t respect teachers. It would make me feel upset. I don’t think we would learn anything in school like that.

I find out what the school rules are ’cause there’s posters everywhere in the school. Loads of people will tell us about them. We get reminded when we have lessons and when we do something wrong. We have, maybe, a few times, got reminded about the rules in assembly.

The praise I like is when my teacher hugs me. I like that kind of praise ’cause it’s like my mum. If they write good things on my work then it just makes me feel proud again.

When we’re good for the whole week, we are rewarded with a certificate. I like it because I get to show my mum of my achievements. My mum always says well done. It makes me feel very happy and proud of myself.”

Andrew (year 6)
“We are expected to behave like any kids – no shouting, no bullying and just treat each other with respect.

I think it’s a good idea to have rules. Rules help you feel safe. Otherwise people would just beat people up and then some people would be left out and then people get depressed or injured. It would make me feel quite sad that people were behaving like that. Some people would be so depressed, they wouldn’t be able to learn. If you weren’t happy in school, you’d just think of the bad stuff that’s happening to you and the good stuff would never be in your mind.

If we don’t follow the rules we’ll have to stay in for plays, or if it’s really bad, sometimes suspension has to come into it. But suspension doesn’t usually come into primary schools. I think the punishment we get is fair, but sometimes some people deserve a harsher one.

When we’re good we sometimes get treats – sometimes extra play, sometimes new equipment in the activity box that we take outside.

We get certificates if we do really good work or if our class attendance is really good, our class gets a certificate.

I prefer to get praised if they write it in the book instead of out loud, ’cause I don’t want people really to say that much about me, like ‘Well done’ and stuff. They do give you winks, pats on the back sometimes to show you that you’ve done really good work, but mostly they write it so it’s private to you. It makes me feel like I’ve done really good work.”

Curtis (year 6)

“It’s a good idea to have rules because people know what to do when they’ve been told what to do. Because we have rules, everybody’s happy. I don’t think I would like to come to school if there was no rules because everyone would keep pushing and kicking. That would make me unhappy.

Bullying’s cruelty because bullying can make people hurt their feelings. It made me feel unhappy when people bullied me. It makes me feel safe when I tell the teacher that people are bullying me. It just makes me safe because people look after me.

And if you’re good in PE, someone will cheer or tell our teacher that we’ve been good. She’s pleased when we be good. I like it when our teacher says that we’ve been good. It makes me feel proud of myself. If we get a certificate, we take it home and we tell our mum or our dad. Sometimes they say nothing, but sometimes they say things like, ‘I’m proud of you’. It makes me feel happy and proud.”

Daniel (year 2)
“Our school has rules, including being polite to every adult in our school, welcoming visitors, always talking to each other with respect. We also have to be able to share, listen to each other’s views without saying things against them because we know that everyone’s opinion is valued.

It is a good idea to have rules because if we didn’t then people would be doing things that they shouldn’t be doing and nobody would be able to communicate with each other. I’d feel very upset and I think I’d get quite frustrated with people being constantly annoyed with each other.

The headteacher, when children first come with their parents to the school, she gives them the rules so that the parents can remind the children as well how to behave while they’re at home as well as in school. In year 6, you’re constantly reminded to go to younger children, and if you see them doing something wrong, then show them, like read to them the pupil’s choices and the code of conduct so that they understand, throughout their education, the right decisions to make.

At our school, if somebody breaks the rules, there are consequences like missing playtime, so that they can understand next time what they have to do right. I think they are fair because before, with our old headteacher, what she used to do is if one child or a class were naughty, the whole school would have to stay in, which wasn’t fair on the rest of the school because we hadn’t done nothing wrong. Whereas if it’s just one child or the class that has done something wrong, then the rest of the school aren’t being affected by the consequences of their actions.

If you have done something well, they’ll always congratulate you on what you’ve done and they’ll always make you feel proud about yourself. So if you do something really well, or you try with it but you can’t do it, they’ll still praise you, so they’ll say things like ‘You should be really proud of yourself, you done great work’ or ‘That was an excellent effort at that work’, so that you’re constantly being reminded of all the good things that you’re doing, instead of being reminded of the bad things that you’re doing. It makes you feel quite special because your teacher’s telling you how well you’ve done at something and some children don’t always get that at other schools, and here they’re very good at doing that.”

_Ella (year 6)_
“We have a school rule song and it tells you how to behave. There are lots of rules in it and some of the words are “we’re learning”. The song helps us to remember the rules but it gets faster so you can have lots of fun with it.

I do think it’s a good idea to have rules because there won’t be any bullying or things like hurting anybody, and that’s, that’s one of the rules of school – don’t hurt anybody.

I think it’s a good idea to have rules because everyone’s happy, well nearly everyone’s happy.

Sometimes, if you misbehave in class you get to miss your playtimes. I think the punishments are fair because you’re missing something that people like. The punishments are sort of suitable for the things you’ve done. If you do something other people don’t like, you have to do something you don’t like.

I’m pleased when my mum knows I’ve been good and got a certificate. It makes me feel really happy. When I take certificates home, my mum says “Well done” and I put it up in my room.”

_Eleanor (year 2)_
“At our school we’re expected to behave well, but you’d expect kids to sometimes misbehave, because that’s what we’re like.

We do have rules. We’ve got pupils’ choices and a code of conduct, both displayed all around the school. Pupils’ choices are our choices about how we should behave, but the teachers gave us some ideas of what we could use as well. So we’ve got sharing, playing well together and we’ve got a few more. I agree with all the rules because we chose them and we know what they are so we can stick to them. It makes a difference that we chose them ourselves. It makes us interact with each other more because we decided them all together. If someone was telling me what to do all the time, I’d get really frustrated with them.

We get reminded of the rules in assemblies. We’ve got them displayed and the headteacher says to look at them and think how you should behave. And when we’re in class, if we’ve been misbehaving outside, we sometimes get told to look at them and think how we should have behaved outside.

The code of conduct is where we’re representing our school. When we’re out and about we should behave respectfully and respect other people’s property and be polite.

We get reminded all the time that we’re the role models of the school. When we’re around the younger children, because they don’t really know how to behave properly, we act sensibly with them, but sometimes they just are naturally naughty, so they just misbehave, but we are aware that we’ve got to show them how to behave.

Our school hates bullying because like it’s not very nice and it makes you really feel down, but we don’t have it so everyone normally feels good. We look out for it. We join in with anti-bullying. We do all sorts of activities with it. We have stories of people who have been bullied and we get to think how they would feel. How we would feel. I think it has taught us how to behave.

When we behave well, we get treats like having extra playtime. We get to do things with the headteacher in class – like she plays games sometimes, when we’ve been good.

When you’ve done good work, you can go down to the headteacher and you get an achievement certificate for good work. And we have an attendance certificate as well. They get the certificates in assembly and they all get a clap. We also have a top table where, when people have been behaving at lunchtimes, they get to sit on the top table with the headteacher and eat lunch with her. And they get to discuss what they’ve been doing in class and that.”

Emily (year 6)
“They expect us to be on our best behaviour all times – being polite, kind, friendly. We have golden rules. They’re good rules because they’re rules that everyone can abide by, not too hard. They’re good rules for our safety – like say if the ‘do be gentle’ one, if you’re running down the corridor, you can knock someone over. It’s safe at school at the moment. I like it to be calm because when it’s calm everyone’s nice and relaxed and you can just get on with your day. It helps me to learn because it’s quiet and you can like think better and not get distracted. If you’re good you get lots of praise and people thank you a lot and if you’re lucky, you get sent to the head and then she praises you. I like being praised. That gives you a nice feeling inside.”

Boy (year 6)

“People are expected to behave well. We have to treat each other with respect so people don’t feel left out. We’re definitely not allowed to bully – never physical actions and never verbally. Our headteacher would punish us very heavily because she really doesn’t like bullying in the school.

The code of conduct, it’s kind of like making a promise and promising everybody in the school that you will behave well and follow all the rules. They want you to keep safe and the code of conduct says what you have to do to keep safe.

If nobody followed the rules, everybody would be fighting, everybody would be alone and nobody would have friends and they won’t have any feelings for anybody else.

If we do break the rules, we get punishment and the punishments are fair because, say like you miss your playtimes, if you’re wasting everybody else’s time, like the teacher’s time of teaching you, then they waste your time, of doing what you want to do in school.

Sometimes you can get quite annoyed when you get in trouble and you don’t think you should have been in trouble and, yeah, you want to change the school rules to change that. We sometimes discuss the rules in class, in kind of circle time. You sit on the carpet in a circle and you pass a ball around and the teacher sometimes asks you questions like “Do you like school rules how they are or do you want to change the school rules?”.

If we’re good they praise you. Sometimes they pat you on the back but they don’t do it out loud – only people close can hear. If the whole class is good, we get extra play but sometimes, if the whole school’s really, really good and we do well, our headteacher sometimes invites actors to do a play for us in the hall.”

William (year 6)
Activity 10 (pre-module) – Pupils’ views about attendance

If you are unable to interview pupils from your own school, here is an extract from an interview with a pupil from another school that should enable you to complete the pre-session task. You may hear some pupils expressing these views again, in context, as part of the module.

“There was once a time, at my old school, when I didn’t want to come to school because I used to get bullied sometimes. At this school, they try their hardest to tell people not to bully and if they do, they’re severely punished. You feel much safer and you can just walk or do what you do normally without worrying.

The TAs have helped me get into my classes by taking me there. They keep me in our unit for a little bit, then slowly move me into some of my classes and sit with me. Now, they leave me on my own. They help me to learn. When you’re doing one of your classes they praise you and make you more confident to go back. They’re supporting you when you need them. If we’re upset they try and cheer you up. Get angry, they calm you down. And if you’re happy, they’re happy with you.”

Boy (year 6)
Key to symbols

The following symbols are used in the margins of this text:

- Indicates approximate time needed to deliver a section
- Indicates the point at which a presentation slide should be shown
- Indicates a group activity
- Indicates reference to a course document
- Indicates the showing of a video clip
Session 1

The importance of working within school behaviour policies

Aims of the module

- To highlight the importance of working within the school behaviour policy
- To explore ways of building positive relationships that underpin good behaviour and create a safe learning environment
- To examine ways of supporting pupils to develop social and emotional skills
- To identify the skills of positive behaviour management and managing conflict and confrontation

Aims of the session

- To introduce thinking about behaviour in schools
- To explore principles of effective behaviour management

Resources

Presentation slides 1.1–1.6
Course documents 1.1 and 1.2
Audio clip 1.1 (a transcript is provided in course document 1.1)
Video clips 1.1–1.5

Trainer resource 1.1 – for use in activity 12, Effective routines
Write the heading ‘Effective routines’ on a flipchart sheet and hang it at the front of the room where it can be seen and accessed by participants easily. Note: this resource should be prepared in advance.
For all sessions:

Flipchart

Projector and screen or whiteboard

Paper, pens and sticky notes

Arrange the room in a café-style layout

Outline of the session

**Introduction**  10 minutes
Thinking about behaviour in schools

**Importance of working within school behaviour policies**  35 minutes
Exploring nine key principles of effective behaviour management
Introduction

Thinking about behaviour in schools
Explain to participants that in the DVD they will hear staff and pupils talk about behaviour in schools, as a stimulus to the module.

*Play video clip 1.1.*

Video clip 1.1 – Montage
Invite participants to share their initial thoughts from the DVD seen.

Context
The information below will help you to introduce participants to the context for this module and what they will see and hear about in school. Tell TAs that this information is summarised in course document 1.1 in the *Promoting positive behaviour* section of the TA file.

You may wish to research some or all aspects of the context described below as you prepare to deliver the module. References can be found in course documents 5.8, 5.9 and 5.10 in the Promoting positive behaviour section of the TA file.

Explain that there are several recent inter-related national initiatives on improving behaviour in schools:

- the cross-phase Social and Emotional Aspects of Learning (SEAL) programme
- the National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA)
- the anti-bullying charter
- the Education and Inspections Act 2006.
If you feel this is appropriate for your group, briefly give some background on each, using the notes below.

**Learning Behaviour: the Report of the Practitioners’ Group on School Behaviour and Discipline**

This report, chaired by Sir Alan Steer, made recommendations about good practice in the area of behaviour management in schools. Several of the Steer recommendations are relevant for TAs. For example:

- **Section 2.31 on school leadership:** “...leadership to support positive behaviour must be shared across the whole staff including senior and subject leaders, pastoral staff, classroom teachers and support staff”

- **Section 2.41:** "Understanding how to behave has to be taught. Schools must adopt procedures and practices that help pupils learn how to behave appropriately. Good behaviour must be modelled by adults in their interactions with pupils."

- A case study example in the report states: “As a staff we have drawn up agreed guidelines of how support staff can be involved in managing pupil behaviour in classrooms. Before we did this, both teachers and support staff were unsure of what each could expect of each other.”

**SEAL**

There is considerable evidence that helping pupils develop social and emotional skills is an effective way of improving behaviour and learning. (See Weare, K and Gray, G, 2003, *What works in developing children’s emotional and social competence and wellbeing*, DfES Research Report 456.)

The SEAL resource, developed by the primary national strategy as part of *Excellence and Enjoyment: Learning and Teaching in the Primary Years* (DfES 0518-2004G) is an explicit, structured whole-school framework and resource for teaching social and emotional skills to all pupils, building on existing good work in this area.

Social and emotional skills are essential for all those who learn and work in schools. They are the skills of making positive relationships with other people; of understanding and managing ourselves and our own emotions, thoughts and behaviours; and of understanding and responding to the emotions and behaviour of others, in ways that are in the best long-term interests of ourselves and others.

Effective learning, high standards, an inclusive culture, positive behaviour and good attendance are all challenging to achieve unless staff and pupils have social and emotional skills and the ability to manage their own behaviour. Tell participants that they are going to look in greater detail at SEAL later in this module.
NPSLBA
The national programme for specialist leaders of behaviour and attendance (NPSLBA) is a year-long active learning programme developed for all professionals working in the field of behaviour and attendance. More experienced TAs, in particular those in distributed leadership roles in schools, can study issues relating to behaviour and attendance in schools in a collaborative and multi-professional forum.

Some participants may know of colleagues who have enrolled on this programme or may be aware of it through participation in some of the in-school activities.

Anti-bullying
The government is working with partners to create a climate in schools where bullying is not tolerated. Teaching associations and the Anti-bullying Alliance (ABA) have signed up to the anti-bullying charter. This is a voluntary commitment to creating a school where bullying is addressed properly. It is signed by the headteacher, the chair of governors and pupil representatives. Schools are expected to tackle bullying on two levels – the preventive level and the reactive level. Advice to schools on the overall management of anti-bullying work and specialist advice relating to cyberbullying, racist bullying and homophobic bullying is available on Teachernet (www.teachernet.gov.uk). The ICT module in this induction programme looks at tackling those forms of bullying perpetuated via ICT.

Education and Inspections Act 2006
Guidelines on discipline, behaviour and exclusion are set out in part 7, chapters 1 and 2 of the Education and Inspections Act 2006. Advice on these matters, including school behaviour policy, the power of members of staff to use force, and parental responsibility is available on Teachernet.

Tell TAs that they will find a list of weblinks, which will enable them to find out more about these areas if they wish, in course document 5.8 in the Promoting positive behaviour section of the TA file.

Remind participants that they learnt in the Role and context module, the crucial role that TAs have to play in promoting inclusion by supporting, encouraging and maintaining engagement in learning and in helping pupils to achieve the five Every Child Matters outcomes. TAs contribute to creating a positive learning environment that allows and encourages pupils to feel safe, to take risks in their learning and to develop the social and emotional skills that they need for life. They also provide essential role models for pupils in helping them to develop these skills, by building high-quality relationships, based on positive and effective communication. Ask for an indication of which participants are actively involved in teaching the SEAL curriculum.

Explain that this module will introduce participants to the basic principles of positive behaviour management and will emphasise their role in modelling social and emotional skills. It is important to stress that this module is introductory and is not designed to develop knowledge or understanding of high-level skills to provide specialist information and interventions for managing specific difficulties, where behaviour, social and emotional difficulties is a special educational need (BESD) or for specific disorders such as attention deficit hyperactivity disorder (ADHD). The Inclusion module looks at these in more detail.
Remind participants that, in such cases, they should seek and follow specialist advice on behaviour management, where necessary, and should be clear about how the school works in relation to the various agencies who support schools in relation to pupils with BESD: for example, educational psychologists, behaviour support teams, the police and health professionals.

Behaviour can be an emotional issue and most staff in schools find it helpful to explore issues relating to behaviour management. Emphasise that continually developing their skills in promoting positive behaviour will be an essential part of continuing professional development for participants, and that this module is just the beginning.

**Importance of working within school behaviour policies**

Throughout this part of the module make opportunities for participants to reflect on the pre-module activities they have carried out. Pre-module activities 2, 4 and 9 are particularly relevant.

*Show presentation slide 1.1.*

**Presentation slide 1.1**

To introduce you to:
- the importance of working within the school behaviour policy
- ways of building positive relationships that underpin good behaviour and create a safe learning environment
- ways of supporting pupils to develop social and emotional skills
- the skills of positive behaviour management and managing conflict and confrontation

Explain that participants are going to look at these aims in detail in this module, starting with the importance of working within the school behaviour policy.
Explain to participants that this quote is from section 2.44 of the Learning Behaviour report (2005), which is currently informing practice in schools.

Remind participants that in the Role and context module they looked at their school behaviour policies.

Tell participants they are going to see a short video clip, in which a teacher (Helen) and a TA (Sharon) discuss how they work together to manage behaviour and refer to ‘the pupils’ choices’. Explain that these are expectations about behaviour decided in consultation with all pupils in the school.

Video clip 1.2 – Promoting positive behaviour

After participants have watched the video clip, invite them to share their thoughts with a partner, relating the content to their own experiences in school. Lead a short discussion, bringing out these points:

- Both teacher and TA are familiar with the school behaviour policy and work within it
- The TA knows where to go for help if she needs it
- The teacher and TA provide a positive role model for pupils through their relationship, their consistent, positive approach and effective social and emotional skills. They model respect for the class and pupils treat both teacher and TA with equal respect
- Expectations for behaviour are discussed, agreed, taught, reinforced and reviewed with the pupils.
Show presentation slide 1.3.

Presentation slide 1.3

Purpose of school policies on behaviour

- Capture the values and beliefs of the school
- Set out expectations of behaviour
- Indicate how good behaviour will be developed and encouraged
- Set out how inappropriate behaviour will be corrected
- Promote a consistent and shared approach for the whole school community

Leave presentation slide 1.3 on display while participants take part in activity 11.

Activity 11 – Behaviour policy in practice

Allow 10 minutes.

Instruct participants to work in small groups. Ask the groups to select one or more purpose from presentation slide 1.3 and discuss how they see them translated into practice – for example, by giving practical examples of:

- the way the values and beliefs of the school are translated into action
- how the expectations of behaviour are negotiated, described and publicised
- the steps taken when bullying occurs
- how good behaviour is developed and encouraged
- whether staff and pupils appear to be following policy.

Encourage participants to draw on the video clip, their pre-session activities and personal experiences during this discussion.

Invite each group to share with everyone one practical example of behaviour policy in practice. Encourage participants to discuss any issues raised or aspects they are unsure about with their mentor when they get back to school. Take this opportunity to reinforce the importance of TAs knowing and understanding a school’s agreed code of conduct.
Highlight the vital importance of school policy on behaviour and remind participants that we are most effective in promoting positive behaviour and in helping pupils develop the social and emotional skills needed for learning and for life if we:

- work together as a team
- have a clear idea of what is expected
- understand how to meet these expectations.

Tell participants that they are going to watch a video clip in which Nathalie Bull, a headteacher, talks about her vision for the whole school and about the school’s approach to promoting positive behaviour.

*Show video clip 1.3.*

**Video clip 1.3 – Vision**

Ask participants to talk briefly in pairs about the vision presented in video clip 1.3 and to consider how it relates to the vision for positive behaviour in their own schools. They might be particularly interested in the idea of ‘pupils’ choices’ (where the school rules have been developed in close consultation with pupils). You could link this to the language of choice which is followed up in session 5.

Invite brief feedback, making sure these points are included:

- The headteacher believes strongly in a consistent approach to promoting positive behaviour
- All staff are expected to promote positive behaviour in classrooms and around the school
- She expects all staff and pupils to be role models for others
- Pupils and staff are involved in developing and implementing the behaviour policy.

Where schools involve the whole school community (staff, pupils, parents/carers and governors) in policy development, a shared vision, values and beliefs are created and pupils can be better supported to develop the social and emotional skills they need to behave well and to become successful learners.

**Policy framework**

Emphasise that the school behaviour and anti-bullying policies provide the framework within which the whole staff team can contribute, not only by supporting pupils but also by supporting each other, by creating a positive and secure learning environment in which everyone is safe, valued and respected.
Explain to participants that this presentation slide illustrates a framework for a behaviour policy; try to link each element to the points made by participants in the previous activity.

Explain that the policy promotes the school’s values and beliefs and allows a positive learning community to flourish in which:

- adults and pupils work together to create shared values, an ethos of respect and a safe place to learn. Everyone who works and learns in school – pupils and adults – understands what is expected
- adults work together to help pupils develop social and emotional skills and provide a role model for them. (Tell participants they will be looking at this in more detail later in the module)
- consistent and fair consequences (rewards and sanctions) are in place for behaviour choices. These encourage pupils to reflect on and to take responsibility for their own behaviour. Consequences, both positive and negative, are applied to promote and encourage good behaviour and to set necessary limits
- adults and pupils learn and work together in a spirit of mutual respect.
Explain that an effective behaviour policy is based on positive **relationships** and translated through these relationships into **rights**, **responsibilities**, **rules** and **routines** (the 5 Rs).

These could include, for example:

- **The right** to a positive environment in which to work and learn, the right to respect and dignity and to feel safe (physically and emotionally), free from bullying
- **Responsibilities** for managing our own feelings and behaviour, modelling respect and dignity, making others feel safe, encouraging and praising, and working within the agreed systems and policies
- **Rules** that protect rights, promote responsibility and describe the good behaviour the school wants to see. Rules are the mechanisms by which rights and responsibilities are translated into adult and pupil behaviours. In this way, pupils are reminded about and encouraged in the social and emotional skills they need to develop
- **Routines** are the structures that underpin rules, they 'oil the wheels' and contribute to creating the calm and orderly atmosphere that supports effective learning, for example, when pupils:
  - enter and leave the classroom or school
  - transition between tasks
  - move around the school
  - use play equipment at break or lunch
  - use the dining hall or the ICT suite.

They are also useful for registering late arrival or monitoring absence.

Remember that participants who selected pre-session activity 4 may have important ideas to contribute about the importance of school behaviour policies.

Tell participants that in the video clip they will see a variety of classroom routines and hear teachers and teaching assistants explaining why they are important to learning and behaviour.

*Show video clip 1.4.*

**Video clip 1.4 – Routines**

After watching the video, take brief feedback ensuring that these points are covered:

- First thing in the morning, a routine is established for pupils to come into the classroom and share a book. This allows the adults time to meet, greet and settle children and to support those who may have come to school upset, worried or angry
- The teacher and TA use ‘3-2-1’ as a way of gaining the attention of the class, to time an activity (such as tidying up) and to signal the end of a task
- ‘Rocket arm’ is a signal that raised hands are required to answer a question
- Relaxation routines allow pupils to leave a lesson calm, relaxed and ready to learn in their next class
- Pupils are encouraged to use their own calming techniques to help them deal with negative emotions such as anger or stress
- ‘Pass the pulse’ and other routines reinforce social skills such as taking turns, making eye contact and gentle touch.
Activity 12 – Effective routines

Allow 5 minutes

You will need to have trainer resource 1.1 in place for this activity.

Invite participants to hold a brief table discussion about successful routines in their own schools, identifying why these are important and effective. Encourage them to deliver their responses using:

- We have routines for...
- They are effective in promoting positive behaviour because ...

Ask participants to share their routines by writing them down on sticky notes and placing each note on the prepared flipchart sheet. Invite brief feedback on the routines displayed.

Show presentation slide 1.5 and keep it on display while participants complete the following activity.

Presentation slide 1.5

Purpose of school policies on behaviour

“Behaviour can be an area where we expect so much and teach so little”

Galvin, Miller and Nash (1999)

Activity 13 – Expectations of behaviour in the classroom

Allow 10 minutes.

Explain to participants that they are going to hear some short audio clips of adults and pupils talking about expectations of behaviour. The first is from Andrew who is in year 6; next is Sharon, a teacher talking about her TA, Louise; and then Louise herself. Remind them that a transcript of all the audio clips for this session can be found in course document 1.1.
Session 1  The importance of working within school behaviour policies

Audio clip 1.1 – Expectations

Course document 1.1

Audio clip transcript

“At my school, I’m expected to be well-behaved and if I don’t I get punished. We do have rules. They’re good rules and they should be followed and they’re not really hard, you just have to focus. If they took no notice then it would be chaos. Everyone would be just hitting each other, they won’t do their work, they won’t be kind to people and they won’t respect teachers. It would make me feel upset. I don’t think we would learn anything in school like that.

I find out, what the school rules are ’cause there’s posters everywhere in the school. Loads of people will tell us about them. We get reminded when we have lessons and when we do something wrong. We have, maybe, a few times, got reminded about the rules in assembly.”

Andrew (year 6)

“Louise is au fait with the behavioural policy because we’ve all had training with it. We’ve had an Inset and everybody contributed to it. And she would know what the behaviour sanctions and reward systems are because it’s all through the school, it’s not just in our class. It’s consistent across the school.”

Sharon (teacher)

“We had an Inset day where all the staff came in so we were all aware of what was expected through the school and the behaviour. Every child knows exactly how each teacher deals with it. We each deal with it the same way, throughout the school – not my way, or Sharon’s way, it’s a set way within the class, really within the whole school. We would use the code of conduct that’s displayed in the classrooms, go through the ‘pupil choices’, saying just what’s expected of everybody really.”

Louise (teaching assistant)

After participants have listened to the audio clips, invite brief feedback ensuring that these points are covered:

- Pupils receive constant reminders about the way they are expected to behave
- All staff are trained in the school’s expectations for behaviour and how to promote positive behaviour. This results in a consistent approach throughout the school.

Ask participants to work with a partner to consider the expectations of behaviour that exist in the schools and classrooms where they work. Refer participants to course document 1.2 which may help to structure their thinking.
Understanding expectations of behaviour

Make a list of the expectations of behaviour that are evident in any classroom where you work. (You might also choose other areas outside the classroom such as the playground, dining room or assembly.)

- Where do these expectations come from?
- How do the pupils know these expectations exist and what they mean?
- How do all the adults who work in this classroom/school know about these expectations?

Stress the importance of all adults, working together with pupils, to decide and agree on expectations of behaviour (rules) and to remind participants that:

- pupils need to develop the skills that will help them meet expectations
- these skills need to be taught explicitly and practised
- we can use pictures, photographs, school councils and practice to support pupils in their learning.

Discuss briefly with participants how expectations of behaviour are discussed and taught with pupils in their school. Some of them may have been involved in or seen classes develop a class charter as part of the SEAL theme New Beginnings.

Tell participants that in the video they will see Caroline (teacher) and Zoe (TA) working with a year 2 class to review one of its golden rules “Do be honest”. Caroline uses a story to stimulate the learning and invites class discussion.

*Show video clip 1.5.*

Video clip 1.5 – Expectations of behaviour – Rules

Emphasise to participants how the rules (or expectations) in this class are phrased in a positive way so that pupils can learn how to behave rather than how not to behave.

Point out that in the class shown in the video:

- rules are discussed and negotiated at the start of each year. They are introduced and reinforced through assemblies and in class
- rules are framed positively to remind pupils of what they should be doing and to support the teaching of the necessary skills
- both the teacher and TA are aware that they are role models for pupils in demonstrating how the golden rules should be applied.

Invite participants to talk briefly with a partner about how the work in this class compares with their own experiences of work with pupils to teach expectations of behaviour (school, class or playground rules).
Show presentation slide 1.6 to summarise session 1.

Presentation slide 1.6

Summary of session 1

You should aim to:

• understand and work within school behaviour policies
• manage behaviour in a positive way as part of a team
• support pupils to understand expectations of behaviour
Session 2

The significance of positive relationships and creating a safe learning environment

Aims of the session

- To illustrate how positive relationships underpin good behaviour
- To consider the skills needed to build successful relationships
- To consider the impact of positive relationships in pupil behaviour
- To consider the importance of creating a safe learning environment

Resources

Presentation slides 2.1–2.3
Course documents 2.1 and 2.2
Audio clips 2.1 and 2.2 (transcripts are provided in course document 2.1)
Video clips 2.1 and 2.2

Trainer resource 2.1 – for use in activity 15, Qualities
Photocopy trainer resource and cut up into cards. You will need one set for each of four to five groups. Note this resource should be prepared in advance.

Trainer resource 2.2 – for use in activity 17, Maslow’s hierarchy of needs
Draw or enlarge and photocopy the large triangle and cut it into the five levels. Note: this resource should be prepared in advance.

For all sessions:

Flipchart
Projector and screen or whiteboard
Paper, pens and sticky notes
Arrange the room in a café-style layout
Outline of the session

The significance of positive relationships and creating a safe learning environment

Introduction; Building positive relationships; Creating a safe learning environment
Introduction

Throughout this part of the module make opportunities for participants to reflect on the pre-module activities they have carried out. Activities 1, 2, 4 and 8 are particularly relevant.

Building positive relationships
Emphasise to participants that positive relationships with pupils, parents/carers and colleagues underpin the development of good behaviour.

Explain that this section of the module focuses on the:

- skills involved in building successful relationships
- significance of relationships in our interactions with adults and pupils
- impact of positive relationships on pupils’ behaviour and attendance.

A primary function of supporting learning is deliberately to create a learning climate in which pupils feel respected, safe and valued as individuals. Pupils need to have a sense of belonging. They need to know that making mistakes is a valuable part of learning and to believe that they can be successful.

Tell participants that in order to focus on the importance of positive relationships between teachers and TAs, they are going to listen again to some audio material from a video clip they watched earlier in the module in which a teaching assistant (Sharon) and a teacher (Helen) discuss how their two roles can work together to model positive relationships and promote positive behaviour. Remind participants that transcripts of the audio clips for this session can be found in course document 2.1.

Play audio clip 2.1.

Audio clip 2.1 – Working in partnership
Sharon: “We’ve got a brilliant relationship and we bounce off each other. I know what she’s going to do before she does it and visa versa.”

Helen: “Definitely – I think that’s really key, it’s the humour we bring to each other. I think the children need to see us working as a team because effectively we are equal partners in this.”

Sharon: “The way Helen talks to me – obviously she talks to me with a lot of respect so I talk to her with a lot of respect. And they can see that we get on, inside school as well as outside school.”

Helen: “I think it’s vital that we both have that awareness of the behaviour policy and that we’re both effectively singing from the same song sheet in terms of what we expect from the children because otherwise they’re going to get mixed messages.

We just sort of look at each other instinctively just as a small gesture. If something has happened, or if I want Sharon to pick up on something she hasn’t noticed, or there’s a child strayed off task, I’ll give Sharon a look and she will be over there intervening!”

Audio clip 2.2

“They help me to learn. When you’re doing one of your classes they praise you and make you more confident to go back. They’re supporting you when you need them. If we’re upset they try and cheer you up. Get angry, they calm you down. And if they’re [you’re] happy, they’re happy with you.”

Boy (year 6)

“If a child is upset and they’re that upset that they can’t talk, they will go over and they’ll calm the situation down and then they’ll start to talk to them about what’s happened, why it’s happened and I think one of the main qualities of a teaching assistant is that they, they always make you feel like it’s ok to go and speak to them.”

Ella (year 6)

“I like my teaching assistant because she’s nice and she doesn’t shout a lot and she’s really good with children when you can’t get along with each other. She helps a lot.”

Michelle (year 2)

“My teaching assistant is Mrs Dear and what I like about her is that she’s always calm and gentle. She doesn’t shout at you if you do anything wrong; says it’s all right to be wrong, to say something wrong. When we all come in after break, Mrs Dear is always there, just to get us calm and ready for the next lesson.”

Mohammed (year 6)
Invite brief feedback on what participants feel makes the teacher and TA successful in promoting positive behaviour together. Ensure that these points are covered:

- They have an excellent relationship
- They know each other well
- They use humour and bounce ideas off each other
- They are aware that their relationship provides a role model for pupils in the class
- They are consistent in their expectations and the ways in which they manage pupils’ behaviour
- They communicate discreetly during the lesson.

Ask participants who may have selected pre-module activity 7 what they discovered teachers valued most about the way TAs promote positive behaviour.

**Activity 14 – Qualities and skills**

*Allow 5 minutes.*

Ask participants to work in pairs. Ask them to think back to a time when they were at school and to recall an adult who made them feel safe and valued, perhaps someone they could trust and talk to comfortably. Give a brief example from your own experience – if you can, choose a TA as an example – and ask participants to reflect on:

- who the adult was
- what role they held at school
- what it was about this person that made them important to the participant.

Next, ask participants to describe this person in detail to their partner, including:

- what the person did and said
- how the person made them feel
- how they responded to the person (their behaviour).

Participants who selected activity 1 from the pre-module activities will be able to reflect in more depth.

Tell participants that pupils say they want adults in school to be:

- kind and sympathetic
- friendly and warm
- interested in them and the things they do
- good fun, not sarcastic or unfair.

Invite participants who selected pre-session activity 9 to share what they found pupils valued in a TA. Some pupils may have found it hard to distinguish between the teacher and TAs.

Ask participants to reflect on the points above as they listen to pupils talking about what they value in TAs. Remind participants that a transcript of the audio clip can be found in course document 2.1.
Play audio clip 2.2.

Audio clip 2.2 – Pupils talk about what they value in TAs

Activity 15 – Qualities

Hand out sets of cards depicting the qualities listed on trainer resource.

Trainer resource 2.1

<p>| Understanding | Listened to me without telling me what I thought or felt. |
| Empathic – noticed when I was upset | Noticed my good points and praised me |
| Respectful – treated me as if I was important | Didn’t embarrass me or put me down |
| Kind | Showed confidence in me |
| Thoughtful | Showed an interest in me |</p>
<table>
<thead>
<tr>
<th>Friendly</th>
<th>Trusted me</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Trustworthy</td>
<td>Helped me when I was stuck</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Caring</td>
<td>Said good things about me to my mum</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Sense of humour</td>
<td>Helped me solve a problem</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Calm (didn’t shout)</td>
<td>Made sure I felt safe</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Knew (and used) my name</td>
<td></td>
</tr>
</tbody>
</table>
Invite participants to suggest which of these skills and qualities came to mind during activity 15. Which do they feel are most important? Which would make the most difference in their schools?

As you take brief feedback, emphasise that the qualities discussed are building blocks for the positive relationships that underpin good behaviour. As part of the school team, participants should model these qualities to help pupils develop good behaviour and to ensure effective relationships with colleagues.

_Show presentation slide 2.1 in which a teacher talks about her relationship with a TA._

_Presentation slide 2.1_

"Talk is paramount. You both need to be able to say how you’re feeling and share your thoughts. All decisions come through compromise and bouncing ideas off each other."

From Primary Teachers, January 2007, No 48, DfES

Tell participants that in the next video clip teachers, TAs and a headteacher talk about the importance of effective communication in both managing behaviour and promoting positive behaviour. Use this clip as an introduction to activity 16 and to emphasise the important factors listed below.

_Show video clip 2.1._

_Video clip 2.1 – Positive communication_
Activity 16 – Working as part of a team

Allow 10 minutes.

Invite participants to work in pairs to discuss the most important aspects of the ways in which they work with teachers to promote positive behaviour and manage pupils’ behaviour effectively.

Invite brief feedback, taking these factors for consideration:
● Teacher/TA’s relationship as a model to pupils
● Demonstrating mutual respect, sharing and valuing each other’s ideas
● Time and opportunities available to discuss issues, plan approaches and solve problems
● Equality of their status in the eyes of pupils
● Consistent application of rules, rewards and sanctions.

Highlight the qualities TAs bring to the relationship with the class teacher and to the school team. Emphasise that they are highly valued and will positively influence how pupils (and colleagues) respond to them.

Explain that three important qualities in building positive relationships are respect, empathy and genuineness. You might want to explain these three qualities briefly using the notes below. Remind participants that they can revisit these ideas after the module using course document 2.2.
Important qualities in building positive relationships

**Respect** is behaviour that makes others feel worthwhile and important. It can be conveyed by:

- introducing yourself
- remembering details about the person
- giving others time to talk
- listening to them
- responding to what they say
- asking questions
- not interrupting or talking over people
- recognising the value of others’ points of view
- avoiding ‘put-downs’
- not making snap judgements
- honouring commitments
- giving people appropriate choices
- giving responsibility and autonomy in decision-making
- sharing leadership and control.

**Empathy** is shown by:

- reflecting the feelings you are picking up
- paraphrasing to show you have understood
- sharing appropriately related experiences of your own
- mirroring behaviour
- showing that you are trying to see things from others’ point of view
- asking for and welcoming feedback
- seeing everybody as having something to contribute
- focusing on feelings as well as information.

**Genuineness** can be conveyed by:

- being consistent
- being clear about boundaries
- using appropriate self-disclosure
- being prepared to admit mistakes
- recognising limitations
- avoiding pretending to be someone or something you are not
- not being defensive
- taking risks.
Suggest to participants that they might find it useful to discuss the difference in meaning between ‘empathy’ and ‘sympathy’, pointing out that empathy is a key feature of the SEAL programme.

Emphasise to participants that:
● TAs are important role models for pupils and for others in the wider community such as governors, parents and carers
● the way they behave (interact, communicate and treat people) is influential.

Summarise by explaining that these attitudes and beliefs help foster good relationships:
● Willingness to spend time with other people
● Belief that other people should be treated with respect
● Belief that any relationship involves give and take
● Being prepared to talk openly but appropriately about yourself to others
● Belief that it is good to give positive feedback
● Being willing to give and get help
● Belief that people have a mixture of qualities, strengths and weaknesses
● Belief that most people respond positively when approached positively
● Recognising that another person will not always behave or be how you would like them to be
● Realising that we will not like everyone and that not everyone will like us.

Creating a safe learning environment
Throughout this section make opportunities for TAs to reflect on the pre-module activities that they have carried out. Activity 5 is particularly relevant.

What do we mean by the learning environment?
Ask participants to quickly jot down what they understand by the ‘learning environment’. Take brief feedback, drawing out the following points.

The learning environment comprises:
● Physical – the layout of the school, classroom and its facilities
● Relationships – how people behave towards and show they care about each other
● Language and communication – how relationships are manifested
● Structures and expectations – expectations of behaviour, school rules, routines, rewards and sanctions.

Tell participants they are now going to look at some of these in more detail. Remind them that our influence on structures and expectations in the learning environment was explored earlier in the module.
Use this slide to encourage participants to think about the ‘ideal’ learning environment. (Visual learners might like to draw their ideal learning environment based on Maslow’s levels). Stress that pupils will not be able to operate at the higher level (self-actualisation) if their basic needs are not met. Participants who have used the SEAL resource or the national strategies’ behaviour and attendance self-study CPD materials will be familiar with Maslow and may have discussed his ideas in school.

Explain that the psychologist, Abraham Maslow, developed a theory about human motivation based on what he called ‘a hierarchy of needs’. First, Maslow describes our basic survival needs of food and shelter. Once these needs are satisfied, we are motivated by the need for safety. At the next level, we experience a need to feel loved and cared for and to belong to a group. Beyond this, we seek approval, to be appreciated and to receive feedback that gives us a positive self-image. When all these needs are met we can move to what Maslow called ‘self-actualisation’, using our talents to the full to help us meet new challenges.

Invite participants to consider which of the needs represented in the hierarchy are not being met, in part or in whole, in their schools and what impact this might have on pupils’ behaviour.
Activity 17 – Maslow's hierarchy of needs

Allow 10 minutes.

Divide participants into five small groups. Hand each group one of the cut-out levels from the large Maslow pyramid you prepared. Now give each group a set of cards and ask them to select the statements that relate most closely to the level of Maslow's hierarchy allocated to their group. A possible organisation of the statements is suggested below.
<table>
<thead>
<tr>
<th>I’m not too hot or cold</th>
<th>I feel like I belong here</th>
</tr>
</thead>
<tbody>
<tr>
<td>I’m not tired, hungry or thirsty</td>
<td>Someone cares about and for me</td>
</tr>
<tr>
<td>I can hear and see</td>
<td>People know my name</td>
</tr>
<tr>
<td>I’m not squashed</td>
<td>I have a place to keep my things</td>
</tr>
<tr>
<td>I’m allowed to go to the toilet if I need to</td>
<td>People listen to me</td>
</tr>
<tr>
<td>Someone is making sure I feel safe</td>
<td>I know other people in my class and they know me</td>
</tr>
<tr>
<td>I am not going to be hurt or bullied</td>
<td>I can learn new things</td>
</tr>
<tr>
<td>I am not afraid</td>
<td>I can be creative</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>I can tell someone my worries and be listened to</td>
</tr>
<tr>
<td></td>
<td>I know what I am good at</td>
</tr>
<tr>
<td></td>
<td>People praise me when I do well</td>
</tr>
</tbody>
</table>
This is one possible organisation of the statements into the different levels of Maslow’s hierarchy of needs:

**Physical/survival needs**
- I’m not too hot or cold
- I’m not tired, hungry or thirsty
- I can hear and see
- I’m not squashed
- I’m allowed to go to the toilet if I need to.

**Safety needs**
- Someone is making sure I feel safe
- I am not going to be hurt or bullied
- I am not afraid
- I can tell someone my worries and be listened to.

**Love affection and belonging**
- I feel like I belong here
- Someone cares about and for me
- People know my name
- I have a place to keep my things
- People listen to me
- I know other people in my class and they know me.

**Self-esteem**
- I know what I am good at
- People praise me when I do well
- It’s okay to make mistakes
- I feel confident
- I can see my work on the walls.

**Self-actualisation**
- I can learn new things
- I can be creative.
Lead a short discussion on the lists generated, asking participants to suggest the potential impact on pupils’ behaviour of certain needs not being met. These might include:

- **Physical** – pupils squabbling in cramped conditions
- **Safety** – pupils who are tense, fearing they will be put on the spot, humiliated or teased because they might get something wrong
- **Need to belong** – pupils who withdraw or are aggressive because they feel unable to contribute, that no-one likes or cares for them
- **Need to be valued** – pupils who act the clown as a way of maintaining self-esteem among peers.

Explain to participants that they are going to see a video clip in which a range of staff and pupils discuss how TAs meet some of pupils’ needs.

*Show video clip 2.2.*

**Video clip 2.2 – Meeting pupils’ needs**

Take brief feedback, making sure that these points are covered:

- Helping pupils to feel good about themselves allows them to take risks in their learning and in their relationships. It is fundamental to the development of effective social and emotional skills
- Helping pupils feel welcome and creating a sense of belonging through meeting and greeting, personal conversations, etc.
- By making sure pupils feel safe, free from bullying and intimidation, a climate of trust prevails
- Someone to listen to worries and concerns and help pupils solve problems.
In promoting positive behaviour you should aim to:

- build positive relationships with pupils, parents, carers and colleagues
- focus on developing your skills and qualities as a role model
- consider how you can influence aspects of the learning environment
Skills for promoting positive behaviour

Aims of the session

To develop the use of positive language:

– praising

– delivering effective instructions

– giving approval or disapproval

Resources

Presentation slides 3.1–3.7

Course documents 3.1 and 3.2

Audio clip 3.1 (transcript is provided in course document 3.1)

Video clip 3.1

For all sessions:

Flipchart

Projector and screen or whiteboard

Paper, pens and sticky notes

Arrange the room in a café-style layout

Outline of the session

Skills for promoting positive behaviour  65 minutes

Giving positive feedback; The role of praise in promoting positive behaviour;
Using positive language; Communicating through body language
Introduction
Throughout this part of the module provide opportunities for participants to reflect on the pre-module activities they have carried out. Pre-module activities 2, 4, 7, 9 and 10 are particularly relevant.

Giving positive feedback
Explain to participants that giving positive feedback is one of the keys to successful teaching and learning. The balance between correcting mistakes and giving feedback and praise for doing things well is crucial. Explain that giving positive feedback for good behaviour is one of the most effective ways of making sure you see more of that behaviour. Such feedback helps pupils (and adults) feel that they are valued members of the school community and encourages them to continue their efforts to behave well. Thanking pupils for following instructions after an activity is a very powerful way of helping them to make good choices about their behaviour. Guidelines on using praise and reward as a form of positive feedback will be described in the school behaviour policy.

Reaffirm this point by stating that research indicates that positive feedback encourages good behaviour, increases self-esteem, reduces problem behaviour and creates a more positive learning environment.

Say that it is not always easy to be positive. Sometimes strongly held values and beliefs get in the way: for example, people might believe that pupils ‘should be good’ and that it is not necessary to notice or acknowledge their efforts to behave well.

Use the activity below to explore this further if you feel it is an important issue for your group.

Activity 18 – Where do I stand on behaviour issues?
Allow 5 minutes.

Explain to participants that you are going to identify three areas of the room and designate them ‘Agree’, ‘Disagree’ and ‘Not sure’. Tell participants that you are about to read out a series of statements; after each one they should move to the area of the room that most closely links with their views. To stimulate discussion after each statement, ask one or two volunteers to justify their stance or to take questions from others. Read out as many statements as you have time for from the suggestions below or substitute statements from your own experience, if you prefer.

- The behaviour you pay attention to is the behaviour you get more of
- Goose grease is good for the chest
- Badly behaved children seem to get all the treats
- Good behaviour needs to be acknowledged and celebrated
- Rewards are just bribery
- Chocolate makes you happy
- You get back what you give out
- Punishments are not effective in changing behaviour
- People need special training to deal with bad behaviour.
Remind participants that we can often take good behaviour for granted; some might remember being one of the ‘invisible pupils’ at school, the ones that no-one noticed, so it can be helpful to consider the ways in which you can be encouraging and to think about the positive comments you want to make.

Activity 19 – Ways to promote positive behaviour through feedback

Allow 15 minutes.

Ask participants to work in small groups to list the ways in which the adults in their schools give positive feedback to each other and to acknowledge and encourage pupils’ good behaviour. Ask what impact they think this feedback has on behaviour and why.

Invite verbal feedback, taking one idea from each group, and use the list below to stimulate discussion.

**Some ways to be positive**

- Treat all pupils the way we want our own children to be treated
- Notice the pupils who are behaving well – tell them why we are pleased
- Use descriptive praise – I liked it when you...
- Tell pupils how clever they are, show delight at their efforts to please
- Tell pupils you can see how hard they have tried, how much effort they have put in
- Ask them to tell you about their work, how they learned something so hard, how they knew such a difficult thing
- Acknowledge pupils as individuals – use their names, compliment them
- Be warm and positive – give smiles, winks and ‘thumbs up’ signals
- Get to know pupils – chat about their families, pets, interests, holidays
- Give pupils time – listen to their worries and concerns, enjoy their conversations
- Use the school or class reward system, nominate pupils eligible for special awards
- Laugh with pupils, share a joke or a funny story, follow the fortunes of the local football team with them.

Tell participants that the next section will focus on the most accessible and common way of being positive – giving praise.
The role of praise in promoting positive behaviour

*Play video clip 3.1.*

**Video clip 3.1 – Praise and reward in promoting positive behaviour**

After participants have watched the clip, lead a brief discussion to draw out these points:

- All staff are encouraged to praise pupils for their achievements
- Praise helps pupils to feel good about themselves
- It is important to notice things to praise pupils for
- Praise should be genuine and specific
- Stickers are often used in schools as a way of acknowledging or rewarding good behaviour. This way of promoting positive behaviour is most effective when:
  - pupils are clear about why they have been awarded a sticker
  - when their good behaviour is reinforced by the staff they meet in school
  - when messages about good behaviour are communicated to members of their family.

Invite a few brief comments from participants on how stickers are used to promote positive behaviour in their schools.

*Show presentation slide 3.1.*

**Presentation slide 3.1**

“There are two ways pupils get noticed in our schools, for good work or for bad behaviour”

*The Elton Report (1989)*

Ask participants whether they feel that this is as true today as it was more than 20 years ago.
Explain to participants that praise will be a key feature of any school’s behaviour policy and a useful tool in their behaviour management kit. Effective praise encourages pupils to be good citizens and to follow school rules and routines. It is also a way by which those pupils who find it hard to behave well are motivated to learn new skills and develop more positive behaviour.

All of us want and need praise, even though some, because of personal experiences, may appear to be indifferent to praise or reject it. Ask participants if they have experienced this with some pupils they teach and how they responded. Remind them that it is important to keep trying, to look for other ways of giving praise.

Explain that praise is sometimes difficult both to give and receive, but that it is an effective way of encouraging people when they are trying hard to meet our expectations. Give a light-hearted example, such as a compliment “That was a lovely meal, thank you”, to help participants consider how we sometimes respond to such praise with “Oh, it’s just something I threw together” (when actually you were cooking for hours!).

You could suggest that participants try giving each other a compliment – reminding them to make sure it’s genuine, to reinforce this point! Suggest that a good response to praise might be simply to say “Thank you”.

*Show presentation slide 3.2.*

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**Presentation slide 3.2**

**Praise and affirmation**

- Praise statements
- Affirmation statements
- Public praise
- Discreet, private praise
Giving praise
Explain to participants that praise can be given in many different ways. It is important to ‘catch pupils being good’, approval and affirmation can be shown through smiles, nods of approval and words of agreement. You can give verbal praise in both public and private settings. A key element, when praising, is to let pupils know what the praise is for. Remind participants that it is important to consider the feelings of those we are praising and how comfortable they will be with our words and actions.

Explain that affirmation statements confirm a positive expectation or quality of a pupil or group of pupils. For example, “Barry, I know you are a good friend because I saw you help Juanita yesterday”. Affirmations can be helpful in responding to inappropriate behaviour too. For example, “I am surprised at this behaviour, Kevin. You are usually so thoughtful and helpful.”

Ask participants for brief feedback on how pupils might respond to this kind of comment on their behaviour.

Emphasise to participants that the most effective praise in promoting positive behaviour is:

- personal – it uses the person’s name
- specific – it states exactly what it is that has pleased you
- genuine – it does not use excessive superlatives (go ‘over the top”).

Share this example to participants, identifying all three characteristics: “Vijay (personal), you stayed behind to clear up (specific). That was kind. Thank you (genuine).”

Warn participants about the problems associated with what is commonly known as ‘junk’ or empty praise. This type of praise can be impersonal, and often does not specify the behaviour to which it relates, eg. to a whole group of pupils: “Well done... Thanks...Good job... That was brilliant”. This type of praise can be perceived as worthless. Pupils can feel that it is not genuine or that it is undeserved. It can be rejected or devalued.

Tell participants that they are going to hear some short audio clips in which pupils talk about praise and rewards to illustrate the points above. Remind them that transcripts of the audio clips can be found in course document 3.1.

*Play audio clip 3.1.*
Transcript of audio clip 3.1

“I prefer to get praised by, if they write it in the book instead of out loud, ’cause I don’t want people really to say that much about me, like ‘well done’ and stuff. They do give you winks, pats on the back sometimes. They show you that you’ve done really good work, but mostly they write it so it’s private to you. It makes me feel like I’ve done really good work.”

*Curtis (year 6)*

“If you have done something well, they’ll always congratulate you on what you’ve done and they’ll always make you feel proud about yourself. So if you do something really well, or you try with it but you can’t do it, they’ll still praise you. So, they’ll say things like, “You should be really proud of yourself, you done great work” or “That was an excellent effort at that work”, so that you’re constantly being reminded of all the good things that you’re doing instead of being reminded of the bad things that you’re doing. It makes you feel quite special because your teacher’s telling you how well you’ve done at something and some children don’t always get that at other schools and here they’re very good at doing that.”

*Ella (year 6)*

Lead a short discussion, making sure these points are covered:

- Praise is motivating. It encourages pupils to put effort into learning and to keep going when things are difficult
- Different children like to be praised in different ways
- Specific praise helps pupils to feel special and recognised as individuals.

*Show presentation slide 3.3 to reinforce the key point in this section.*

Presentation slide 3.3

**Key point**

- Positive feedback and praise encourages and promotes good behaviour

*Catch children being good*
Using positive language
Remind participants that in all our interactions we need to be aware of the power of the words we use, of what we say, how we say it, and how it affects those around us. The language that we use with each other can be motivating and encouraging or diminishing and hurtful. Ask participants to consider this concept in relation to their own behaviour during the next activity.

Activity 20 – Reflection

Allow 5 minutes.

Ask participants to reflect privately for a moment on their relationships with colleagues, asking themselves these questions:

- Who is it that encourages me the most? How do they do this? What do they say to me?
- Does anyone make me feel discouraged or resentful? How do they do this? What do they say to me?

Activity 21 – A more positive response

Allow 15 minutes.

Suggest to participants that sometimes you can phrase things in a negative way when rephrasing could prompt a much more positive response. Ask participants to work in small groups to rephrase the statements in course document 3.2 in order to prompt a more positive response from pupils.
# Course document 3.2

## Using language positively

The first line has been filled in as an example.

<table>
<thead>
<tr>
<th>Common phrases</th>
<th>Could become</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t use that language to me!</td>
<td>Speak to me politely, as I do to you – thank you</td>
</tr>
<tr>
<td>Why is your work so untidy?</td>
<td></td>
</tr>
<tr>
<td>You’ve left sand all over the floor again</td>
<td></td>
</tr>
<tr>
<td>How dare you argue with me?</td>
<td></td>
</tr>
<tr>
<td>Stop shouting out, Year 4</td>
<td></td>
</tr>
<tr>
<td>You lot shouldn’t be in here at playtime</td>
<td></td>
</tr>
<tr>
<td>You’re always interrupting</td>
<td></td>
</tr>
<tr>
<td>You’ve been upsetting people again</td>
<td></td>
</tr>
</tbody>
</table>
Listen to some of the groups’ suggestions for positive alternatives, referring to this list as a prompt:

<table>
<thead>
<tr>
<th>Common phrases</th>
<th>Could become</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t use that language to me!</td>
<td>Speak to me politely as I do to you – thank you</td>
</tr>
<tr>
<td>Why is your work so untidy?</td>
<td>Jo, let’s see if you can do the next bit neatly. Here’s a new pencil</td>
</tr>
<tr>
<td>You’ve left sand all over the floor again</td>
<td>Elly, Let’s see how quickly you can sweep up the sand</td>
</tr>
<tr>
<td>How dare you argue with me?</td>
<td>I need you to listen carefully to me</td>
</tr>
<tr>
<td>Stop shouting out, Year 4</td>
<td>You need to wait to speak, until it’s your turn</td>
</tr>
<tr>
<td>You lot shouldn’t be in here at playtime</td>
<td>You should all be outside in the sunshine</td>
</tr>
<tr>
<td>You’re always interrupting</td>
<td>I feel annoyed when I’m interrupted. Please wait your turn to speak</td>
</tr>
<tr>
<td>You’ve been upsetting people again</td>
<td>Ash, let’s see how we can help Sadie feel a bit better</td>
</tr>
</tbody>
</table>

Tell participants that using language positively models social skills and helps pupils understand how we want them to behave. It can help to avoid or defuse confrontation and argument.

Using the language of choice as a foundation for work with pupils is an effective strategy. Teaching pupils to make good choices about their behaviour helps them to develop a sense of responsibility, creating an important link between a behaviour choice and its consequence. Emphasise to participants that giving pupils feedback on the choices they are making helps them to make good decisions.

Ask participants whether they have noticed that some pupils use negative self-talk such as “It’s too hard”, “I can’t do it” and “I’m stupid”. By modelling more positive language TAs can help pupils do the same, building their confidence and self-esteem, for example “This is difficult but I’ll give it a try” and “I can’t do it yet”.

Promoting positive behaviour
Some language can create problems
Illustrate to participants how some of the things we say can lead to problem behaviour or create conflict by reading a few statements from each category in the list below (adapted from G. Lindenfield, *Confident Children*, 2000, Thorsons). Use appropriate or even exaggerated tone of voice and body language and move around the room to add emphasis and to make the activity fun.

Labelling
- People like you...
- Children today...
- This group...
- You and your so-called friends...

Amateur psychology
- You’re just lazy
- You just don’t try
- What she’s trying to say is...

Distancing
- Just how old are you?
- I’m not listening
- I give up.

Comparisons
- Your brother always did...
- In my day...
- I bet Josie doesn’t speak to people like that
- She’s a brilliant swimmer and she’s only...

Exaggerating
- You always...
- You never...
- Can’t you do anything right?
- You have no respect for anything
- Everything goes in one ear and out the other
- All you ever do is moan.

Using age as a taunt
- Anyone would think you were a two-year-old.

Sarcasm
- Were you born in a barn?
- What’s that supposed to be?
Guilt-inducement
- You’ll be the death of me
- You cost me a small fortune
- One day you’ll be sorry.

Ask participants to respond to your statements and to comment in particular on these points:
- Are any of these phrases familiar to you?
- How would it feel to be on the receiving end of such statements?
- How the comments were expressed – tone of voice and facial expression
- What response might these prompt?

Invite the group to discuss the connection between feelings, the ways these influence our thoughts and the resulting behaviour. Emphasise that it can be useful to plan our words and actions carefully, especially if we are angry, upset or dealing with conflict.

Using positive language when giving instructions
Explain to participants that another useful skill in promoting positive behaviour is to be able to give clear, effective instructions or make requests in an assertive way. The language that you use when asking pupils to follow an instruction or to comply with a request is very important. They need to understand what is being asked of them, why they need to do it and what will happen next. Clear, simple, unambiguous language minimises opportunities for argument, negotiation or ‘answering back’, thus avoiding conflict and confrontation.

Demonstrate the complexities of giving instructions by delivering a series of complicated instructions quickly. Then ask the group if they understood what they have to do; alternatively, invite them to repeat the exact instructions back to you.

Explain that there are often mixed responses to instructions, with some pupils clearly understanding, some not and some understanding some elements of the instructions. When asked, a class might typically say to a teacher “Yes miss, we all understand” to stop the adult talking and be left in peace – think of your own children! Ask participants for brief feedback on whether this is the case in their own work.

Point out that, sometimes, instructions are presented as a choice even when the intention is for the instruction to be followed. For example, “Would you like to come and sit on the carpet, please?” when you actually mean “Come and sit on the carpet now, thank you”.

It is sometimes difficult for pupils to ‘tune in’ to instructions, for a variety of reasons; perhaps they have been distracted and are surprised to find, part-way through the instruction being given, that it applies to them.
Remind participants that they need to be aware of the points shown in the slide when giving instructions to pupils, and expand on each of the points briefly:

- **Use names or other verbal cues to gain attention** – use the name of the person “Jason” or group “Girls” or use other verbal cues, such as “Okay”, or “Right”. This helps pupils to ‘tune in’

- **Establish eye-contact and pause** – allow the communication link to form, for the pupil to tune in and appreciate that the instruction applies to them

- **Give the instruction or request** – clearly and simply

- **Pause** to give pupils the chance to do as you’ve asked

- **Thank pupils** – a ‘thank you’ shows you believe the instruction will be carried out. It tells pupils, specifically, which behaviours result in appreciation

- **Repeat the instruction, if necessary.**

Demonstrate one or two effective instructions that relate to the particular context of your group. Ask participants to consider how they will give effective instructions when they go back to school.
Activity 22 – Giving effective instructions

Allow 5 minutes.

Keep presentation slide 3.4 on display during this activity.

Ask participants to work with a partner to choose two examples each of situations when they often need to give instructions to either an individual pupil or a group. Ask them to think about exactly what it is they want pupils to do and how they can give the kind of instructions that will maximise the opportunities for positive behaviour. Suggest they use the framework for effective instructions (slide 3.4) to devise a useful ‘script’ for each of the chosen situations.

Invite one or two volunteers to say why they chose the particular situations and then to share their script. Ask others to comment on the effectiveness of the script and to suggest further ideas. You could ask participants if they have noticed particular behaviours stemming from poor instructions.

Communicating through body language

Show presentation slide 3.5.

Presentation slide 3.5 – Research on types of communication

Research on types of communication

- Words
- How words are spoken/tone of voice
- Non-verbal communication – body language

Explain to participants that the pie chart shows that pupils are more likely to pick up messages from what they see in the communicator rather than from what they hear. This means you need to be aware of all the ways in which you communicate with pupils about behaviour (the raised eyebrow, the ‘look’, the impatient movement, the smile, nod, thumbs up, etc) and not just the words you use.
Activity 23 – Expressing approval and disapproval

Allow 15 minutes.

Divide the participants into three groups. Ask the first group to think of different ways of expressing ‘approval’ non-verbally; the second group to think of different ways of expressing ‘disapproval’ non-verbally; and the third group to think of ways they use non-verbal signals so that the learning can continue without interruption (signals for “sshh”, “come here”, “sit down”, “slower”, “calm down”, “listen to me”, “stop what you are doing”, etc).

Take brief feedback from all three groups.

Now ask all participants how they get the attention of a group or the class. Explain that it is important to be able to get the attention of the whole class quickly and efficiently. You could point out your own signal used to draw the attention of this group (maybe by using a fun idea like a puppet, music or special sound such as a rainmaker or bell).

Responding to behaviour

Remind participants that our personal response to a particular behaviour or situation can also occasionally inflame or escalate a problem. For example, when we want a pupil to apologise, instead of insisting on Sarah saying sorry, we could say “Sarah, Ali is upset. How do you think you could put that right?”. Rather than insisting on ‘having the last word’, we could say “Thank you, Kemal, I’m so pleased you apologised, you have such good manners.”

Show presentation slide 3.6 to highlight the key points of this section.

Presentation slide 3.6 – Key points

Key points

- The way you communicate with others affects how they feel and can have an impact on their behaviour
- **What** you say, **how** you say it and your **body language** are important
- You can develop skills for positive communication
Show presentation slide 3.7 to share this African proverb with the group.

Presentation slide 3.7

“If you think you are too small to make a difference, try sleeping in a room with a mosquito”

African proverb
Session 4

Social and emotional aspects of learning

Aims of the session

- To explore the social and emotional aspects of learning
- To develop understanding about behaviour
- To consider effective ways of discussing behaviour with pupils

Resources

- Presentation slides 4.1–4.5
- Course documents 4.1–4.3
- Audio clip 4.1
- Video clips 4.1 and 4.2

Trainer resource 4.1 – for use in activity 25, Social and emotional skills development
Photocopy trainer resource and cut up into cards. You will need one set for each of four or five groups. Note this resource should be prepared in advance.

For all sessions:

- Flipchart
- Projector and screen or whiteboard
- Paper, pens and sticky notes
- Arrange the room in a café-style layout

Outline of the session

Social and emotional aspects of learning 45 minutes
What are social and emotional skills?; Understanding behaviour
Introduction

Throughout this part of the module you should make opportunities for participants to reflect on the pre-module activities they have carried out. Activities 2, 5, 8, 9 and 10 are particularly relevant.

Tell participants that various terms are used nationally and internationally to describe the social and emotional aspects of learning (SEAL), including: personal and social development, emotional literacy, emotional intelligence, social and emotional competence, and social, emotional and behavioural skills. Further background information can be found in the primary national strategy guidance on SEAL.

Explain why it is important to take account of the social and emotional aspects of learning. Tell participants that pupils behave well and learn best when they feel valued and that they belong. Some emotions, such as sadness, can block learning; strong emotions, such as fear and anger, can prevent learning; and other emotions, such as a sense of well-being, or feeling safe and valued, promote learning.

*Show presentation slide 4.1.*

**Presentation slide 4.1**

Social and emotional aspects of learning

- Self-awareness
- Managing feelings
- Motivation
- Empathy
- Social skills

Explain to participants that within the primary national strategy SEAL resource, these five broad social and emotional aspects of learning are described: self-awareness, managing feelings, motivation, empathy and social skills.
Outline each of these aspects of learning using this information from the primary SEAL guidance:

- **Self-awareness** enables pupils to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning.

- **Managing feelings** enables pupils to use, recognise and accept their feelings. They can use this to regulate their learning and behaviour – for example, managing anxiety or anger, or demonstrating resilience in the face of difficulty.

- **Motivation** enables pupils to take an active and enthusiastic part in learning. They know how to set themselves goals and work towards them, how to focus and concentrate on learning, how to persist when learning is difficult and how to develop independence, resourcefulness and personal organisation.

- **Empathy** helps pupils to understand others, anticipate and predict their likely thoughts, feelings and perceptions. They learn to see things from another’s point of view and modify their own response, if appropriate, in the light of this understanding.

- **Social skills** enable pupils to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others.

**What are social and emotional skills?**

Explain to participants that within each of the social and emotional aspects of learning are a number of skills. For example, in the social skills aspect, a skill would be to know how to be friendly, doing kind things for other people.

Remind participants that the full list of skills to be developed within the primary SEAL resource can be found in *Excellence and Enjoyment: Social and Emotional Aspects of Learning: guidance*, appendix 1 and that the reference for this can be found in course document 5.8.

Tell participants that social and emotional skills are the ability to:

- make positive relationships with other people
- understand and manage yourself and your own emotions, thoughts and behaviours
- understand and respond to the emotions and behaviour of others.

These skills are essential for all those who learn and work in schools.
Point out that, as the SEAL guidance says, when pupils have good social and emotional skills
and are educated in a supportive environment, they will be able to:

- be effective and successful learners
- solve problems
- deal with conflict
- manage strong feelings
- be calm and optimistic
- recover from setbacks
- keep going when things are difficult
- work and play cooperatively
- recognise and stand up for their rights and those of others
- understand and respect differences.

Explain to participants that social and emotional skills help learners make more informed
choices about their behaviour, enhancing self-awareness and self-understanding and
developing empathy, which allows them to predict the outcome of their behaviour on
others, manage their feelings more effectively and develop a range of appropriate responses.

Social skills help build groups and create a sense of belonging. When pupils can understand
their feelings and control their behaviour this can overcome problems, which otherwise
could lead to exclusion. At the same time helping adults talk about and manage their own
feelings can help them cope more effectively with challenging behaviour.

_Show presentation slides 4.2 and 4.3 consecutively._

**Presentation slide 4.2**

**SEAL and learning (1)**

It's difficult to:

- pay attention
- concentrate on a task
- be creative
- work within a group
- be motivated and interested
- keep going when things are difficult…
Explain to participants that we cannot assume that pupils already have the skills they need to meet our expectations about their behaviour. They often need help to learn the skills that help them behave well and to become good citizens and effective learners.

SEAL is a whole-school approach to teaching social and emotional skills. Acknowledge that some participants may already have been, or will in the future be, involved in whole-school training as SEAL is introduced. In schools that use SEAL curriculum materials you will certainly see posters and work in classrooms or around school that show how pupils are learning particular skills within each of the five aspects. For example, ‘feelings walls’ where pupils are developing a vocabulary to describe their feelings; class charters (setting out rights, responsibilities and rules); or posters displaying calming down techniques and the peaceful problem-solving process.

Ask whether any participants are aware of this work on SEAL within their own schools and invite them to briefly share their comments with the group.

Explain that all adults in school have an important part to play in helping pupils to develop the social and emotional skills that they need. TAs can promote good behaviour by modelling effective social and emotional skills.

Tell participants that they are going to watch a short video clip. Explain that Louise, a TA, works regularly with small groups of pupils to help them develop social and emotional skills. She uses the primary national strategy SEAL materials to structure and support the learning. In this clip she is helping pupils learn to recognise how people are feeling through facial expression and body language and about how behaviour resulting from mood can affect others. She has a strong relationship with pupils enabling her to use demonstration as a teaching tool. She begins this lesson by acting as though she is in a bad mood and feeling
angry. She always ends her lessons with positive feedback and a relaxation exercise to ensure that pupils go to their next class calm, positive and ready to learn.

Show video clip 4.1.

Video clip 4.1 – Social and emotional aspects of learning

Lead a short discussion on the video clip, making sure that these points are covered:
- Social and emotional skills are fundamental to good behaviour
- Social and emotional skills can be taught effectively in a safe learning environment
- Curriculum materials are available to support the teaching and learning of social and emotional skills.

Activity 24 – Social and emotional skills

Allow 10 minutes.

Ask participants to complete course document 4.1. Tell them that they will need to communicate with others in the room to do this and encourage them to find a different person to fit each description.

The purpose of this task is to raise awareness of the social and emotional skills involved in positive communication and effective relationships.
### Social and emotional skills

<table>
<thead>
<tr>
<th>Find someone who</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Has brown eyes</td>
<td></td>
</tr>
<tr>
<td>Was born in another town or city or country</td>
<td></td>
</tr>
<tr>
<td>Can identify two characters from any TV soap</td>
<td></td>
</tr>
<tr>
<td>Enjoys going to the cinema or theatre</td>
<td></td>
</tr>
<tr>
<td>Has an allergy</td>
<td></td>
</tr>
<tr>
<td>Has a special interest in behaviour</td>
<td></td>
</tr>
<tr>
<td>Feels confident in meeting new people</td>
<td></td>
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<tr>
<td>Participates in a sport or other physical activity</td>
<td></td>
</tr>
<tr>
<td>Has learnt something new lately</td>
<td></td>
</tr>
<tr>
<td>Is new to the TA role</td>
<td></td>
</tr>
<tr>
<td>Is taller than you</td>
<td></td>
</tr>
</tbody>
</table>
On completion of the activity ask participants how they felt when asked to do the task – perhaps they felt resentful, nervous, anxious, excited, worried or relieved. Draw out the emotions involved and explore briefly why they might be feeling this way and the impact these emotions might have on learning. Ask participants to suggest the social skills they felt they used during this task drawing on this list as a prompt:

**Social and emotional skills**
- Introducing themselves
- Overcoming feelings of nervousness or anxiety
- Smiling, laughing, making eye contact
- Using names
- Using friendly language and tone of voice
- Listening and giving right of reply
- Asking and answering questions
- Thanking people
- Ending a conversation
- Reading and responding to body language and facial expression
- Showing empathy, interest and respect
- Valuing the views of others
- Working as part of a group
- Showing positive body language and facial expression.

Point out how complex the social and emotional skills involved in developing positive relationships can be and affirm these qualities in the group. Suggest that these are key skills for adults as they work to promote positive behaviour in pupils.

Briefly discuss how some pupils can find it difficult to develop and use such skills, perhaps sharing one or two examples from your own or the participants’ experience. Reinforce the importance of TAs as role models.

You will need to use trainer resource 4.1 for the next activity.

**Activity 25 – Social and emotional skills development**

*Allow 15 minutes.*

Ask participants to work in groups of four or five. Hand out the cards describing examples of social and emotional skills and ask participants to discuss in their groups how they think pupils might learn and develop these skills. Examples could also be drawn from their experiences of their own families or from working in school.
<table>
<thead>
<tr>
<th>I feel good about the things I do well and know when I should feel proud of myself</th>
<th>I know when I find something difficult</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am able to accept praise from others and use praise to encourage others</td>
<td>I can reflect on my own actions and identify lessons to be learned from them</td>
</tr>
<tr>
<td>I know and accept what I am feeling and can label my feelings</td>
<td>I know what makes me angry or upset and understand that feelings sometimes take over</td>
</tr>
<tr>
<td>I have a range of strategies for managing strong feelings</td>
<td>I can see mistakes as part of learning and bounce back from failure or disappointment</td>
</tr>
<tr>
<td>I can work out how people are feeling from their words, body language, gestures and tone</td>
<td>I can listen empathically to others and have a range of strategies for responding that can help others feel better</td>
</tr>
<tr>
<td>I can show respect for people from diverse cultures</td>
<td>I understand the impact of bullying, prejudice and discrimination</td>
</tr>
<tr>
<td>I can make, break and sustain friends without hurting others</td>
<td>I can work and learn well in groups cooperating with others to achieve a joint outcome</td>
</tr>
<tr>
<td>I can use a range of strategies to solve problems and resolve conflict</td>
<td>I have strategies for repairing damaged relationships</td>
</tr>
<tr>
<td>I can be assertive when appropriate</td>
<td></td>
</tr>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
Take brief feedback drawing out the ‘taught’ and ‘caught’ ways of developing social and emotional skills. Remind participants that further information on the caught and taught aspects of SEAL can be found in the primary SEAL resource.

Pupils can develop the social and emotional skills that underpin good behaviour through:

- a taught curriculum – teaching social and emotional skills makes a difference to their learning, behaviour and life outcomes
- modelling from adults/peers
- practice in real-life situations
- an emotionally healthy environment where skills are modelled routinely.

Tell participants they are going to hear a brief audio clip in which Louise, a TA, talks about the importance of being a role model in helping pupils to develop social and emotional skills. Remind participants that the transcript for this audio clip can be found in course document 4.2.

*Play audio clip 4.1.*

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**Audio clip 4.1 – Being a role model for social and emotional skills**

**Course document 4.2**

**Transcript of audio clip 4.1**

“Your own moods affect a child straight away, so the role model throughout the school with all the adults is to show that we all get on and it is nice to be polite and has to come from the children seeing the adults do it. If the adults are going to ignore each other, children will ignore each other ‘cause if the adults don’t do it why should we do it? It does reflect on the children and is a lovely school to work in.”

*Louise (TA)*

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**Understanding behaviour**

Explain to participants that it helps to understand that all behaviour occurs in a context, reflects underlying needs and has a purpose.
Activity 26 – Understanding behaviour

Allow 10 minutes.

Ask participants to think of one or two pupils they work with whose behaviour they find difficult to manage. Suggest that they work in groups of three to list the behaviours causing concern and then try to identify what messages the behaviour might be giving about their concerns and pupils’ unmet needs.

Remind participants of the earlier work on Maslow’s hierarchy and offer the phrase “Children are usually trying to solve a problem, not be a problem” for consideration.

Display presentation slide 4.4 during the activity.

Presentation slide 4.4 – Maslow’s hierarchy of needs

Invite suggestions from the group on their ideas about what might lie behind pupils’ behaviour. Lead a discussion to consider the link between thoughts, feelings and behaviour and link these to Maslow’s hierarchy.
Ideas might include:
● A need for attention – “No-one notices when I try hard”
● A physical need – hungry, thirsty or uncomfortable
● An emotional need – feeling sad, afraid or threatened in some way
● A need for affirmation and success – avoidance of a task, “I’m stupid”
● A need to feel a sense of belonging – “The people on my table don’t like me”, “My teacher doesn’t like me or likes others more”
● A worry or concern – worried about someone at home
● A need to be part of the group – feeling different or excluded “I’m fat, ugly, different, stupid”.

Ask participants to turn to course document 4.3 in the Promoting positive behaviour section of the TA file.

**Course document 4.3**

**Understanding pupils’ behaviour**

**Motivation**
Does the pupil know the behaviour is inappropriate? Do they want to change it?

**Reason**
Does the pupil have a reason for the behaviour? What are they getting from it? Is there pressure from peers to behave in a certain way? Is it positive or negative? What rewards do they seem to get out of this behaviour? Can the reward be achieved in positive ways?

**Skills**
Does the pupil have the skills and resilience to deal with strong feelings and negative experiences such as frustration, anger, failure or hurt?

**Successes**
Has the pupil used skills successfully in other problem situations in the past?

**Support**
Do the adults and other children in the pupil’s life support her or him in developing the skills needed? Does the pupil have positive role models in their life?

Invite participants to share some ideas about which of the explanations given might help us to better understand a pupil’s behaviour.

Make the suggestion that if behaviour is to improve, the pupils themselves need to understand and take responsibility for their own behaviours. They need support to learn:
● to reflect on the consequences of their actions
● to appreciate how their behaviour makes others feel
● new social and emotional skills, so that problem behaviour is less likely to recur
● how they might put things right (as far as possible).
Separate the behaviour from the person
Pupils should learn that it is the behaviour that is the problem and that they are not bad people. In this way they can be optimistic about change.

Tell participants that they are going to watch a short video clip in which Angela, a TA, is following up an incident with Ben. This particular discussion relates to work being done with Ben to help him overcome particular behavioural difficulties including how he relates to others. There has been a series of incidents where Ben has upset others and Angela has been working with him to help him to develop more appropriate social and emotional skills. In this clip, Ben has again behaved in a quite dangerous, unkind and thoughtless way, this time on the bus. Angela is helping him to reflect on the consequences of his behaviour, in particular, how he has made others feel. She quickly picks up on his suggestion for putting the situation right by writing a letter of apology. In this school, pupils are taught about the consequences of their behaviours, both positive and negative, through learning about what they call ‘the butterfly effect’ – that every action has a reaction.

Ask participants to think about the following points while they are watching this clip:
● Angela helps Ben to reflect on his behaviour and to work out how he can put the situation right. She is working on the skill of empathy, asking Ben about how his behaviour has made others feel
● Angela mirrors Ben’s facial expressions and reflects important points back to him
● She uses inclusive language (What could we do?) to reinforce the idea of collaborative problem-solving
● Although Ben writes a letter of apology, Angela remains firm about the consequences of his behaviour (missing playtime). She uses the distraction of writing to help Ben continue to reflect
● Angela deliberately never asks Ben why he did such a thing, as this is often a fruitless conversation
● The way Angela works with Ben should ensure that their relationship remains positive and will reduce the likelihood of such behaviour happening again.

Show video clip 4.2.

Video clip 4.2 – Following up an incident
Pupils often need help to learn and develop the social and emotional skills that underpin good behaviour.

- You can help pupils learn these skills
- It is important to look behind behaviour and to try to understand the reasons for it
- You are important people in the lives of pupils and other adults in school
Session 5

Managing difficult situations

Aims of the session

- To consider the skills needed to manage difficult situations
- To consider behaviours that can escalate or de-escalate a situation

Resources

- Presentation slides 5.1–5.11
- Course documents 5.1–5.10
- Audio clip 5.1 (transcripts are provided in course document 5.3)
- Video clips 5.1 and 5.2

For all sessions:

- Flipchart
- Projector and screen or whiteboard
- Paper, pens and sticky notes
- Arrange the room in a café-style layout

Outline of the session

Managing difficult situations 65 minutes
Managing difficult situations; Managing emotions; Following up a difficult situation

Summing up the module 10 minutes
Post-module activities, further reading and weblinks
Introduction

Throughout this part of the module make opportunities for participants to reflect on the activities that they carried out before the module.

Tell participants that in this section they will be introduced to some of the skills that they will find useful in preventing and managing difficult situations and challenging behaviour.

Explain that conflicts are inevitable in human relationships and they will experience conflict and problem behaviours in everyday school situations. It is important that participants know some of the ways in which the impact on learning can be minimised.

Remember that participants may raise serious issues such as restraint or assault. Responding to these issues in detail is beyond the remit of this introductory module but may, nevertheless, be of concern to some TAs. Make sure you are familiar with your local authority policy on these issues and remind participants that their own school will have set procedures in relation to incidents of assault.

You should also be aware of section 93 in the Education and Inspections Act 2006 – Power of members of staff to use force. Guidance on this is available on Teachernet (www.teachernet.gov.uk).

Highlight to participants that current research indicates the importance of a relaxed and positive ‘learner state’ for learning to be most effective.
Managing difficult situations

Ask participants to turn to course document 5.1, which sets out the principles that will be applied in this section.

Course document 5.1

Managing difficult situations

Conflicts are inevitable in human relationships, between adults and between adults and pupils.

Conflict produces strong feelings, such as anger, fear and frustration. There may be concerns about public image (losing face), self-esteem and maintaining control.

There may be other contributing factors, such as physical states (tiredness) and high adrenalin flow.

We are not able to control other people but if we can try to manage ourselves, our own feelings and our behaviour, sometimes we are able to manage the situation.

We will all come across difficult situations, perhaps involving challenging behaviour, in a school setting. These may be incidents in which we are directly involved, or where we need to provide support for another pupil or adult.

Emphasise to participants that schools have clear systems and procedures for reporting and recording behaviour incidents, including those relating to bullying. All staff must ensure that they are aware of and adhere to these systems.

The most important aims in managing difficult situations are to:
- calm things down
- ensure everyone is safe, and then
- try to respond in a way that guides others into more appropriate behaviour, while protecting relationships, so that such an incident or behaviour is less likely to recur.

Activity 27 – What happens in your school?

Allow 5 minutes.

Ask participants to look at course document 5.2 which contains a case study.
Case study

For quite a few minutes now, Rita has been disturbing her group, preventing them from learning. You ask Rita to move seats. She looks you in the eye, folds her arms and refuses to move, saying loudly, “You can’t make me move, you’re not the teacher”.

Ask participants to work in pairs to discuss:

- What would happen in your school in a situation like this?
- Why do you think this kind of thing happens?

If they cannot imagine such a situation occurring, they should give their reasons.

Explain to participants that difficult situations do not always involve dealing with conflict or aggressive behaviour and may sometimes take place over a period of time.

Tell participants they are going to hear a short audio clip in which Sumitra, a TA, describes how she handles pupils who are angry or upset. Remind them that a transcript of this audio clip can be found in course document 5.3.

Play audio clip 5.1.

Audio clip 5.1 – Handling a difficult situation

Transcript of audio clip 5.1

“If there is a problem in the classroom and the child is shouting or is swearing, I usually ask them to keep calm. I try and stay calm myself and show the child that I am calm. If the child is still shouting and doesn’t want to listen I usually ask the child to leave the classroom.

Once we get outside the classroom, staying away from the child, giving the child his space, using the right body language as well, giving him time to calm down and then coming to some kind of agreement with the child and see how they feel about that. Once they are calm, and we’ve sorted the situation out, obviously letting them back into the classroom, back into the environment with the other children.”

Sumitra (TA)
Activity 28 – Identifying skills in managing difficult situations

Allow 15 minutes.

Invite participants to work in pairs. Ask them to think of two or three other potentially difficult situations they have faced recently or might meet in the course of their work and to note them.

Examples might be:
- Pupils refuse to cooperate with an instruction or request
- Pupils answer back, are rude or swear
- An argument between pupils (or adults) is getting out of hand
- A group of pupils are refusing to cooperate with you
- Someone is being bullied
- Someone is being threatened outside the school gates
- An angry parent/carer is in the classroom demanding to speak to someone in charge
- An adult is speaking to a pupil in an aggressive or threatening way
- A pupil is crying quietly in a corner of the playground.

Ask participants to select one situation each to describe to a partner. Tell the listener to draw out the skills and strengths used by their partner that seemed to indicate that the situation had been handled well. It does not matter if the situation was not resolved.

Encourage participants to use solution-focused questions such as:
- How did you manage to stay calm?
- How did you prevent things from becoming worse?
- How did you manage to control your feelings?
- How exactly did you say that?
- How did you deal with your feelings afterwards?
- How did you deal with the situation afterwards?

Take verbal feedback, one idea from each pair, noting good practice examples on the flipchart or whiteboard. Point out to the group that solution-focused questions can also be very useful when talking to individual pupils about their behaviour.

Activity 29 – Escalate or de-escalate

Allow 10 minutes.

Select an example of conflict or confrontation from the group, the list above or your own experience, and divide participants into two groups. Ask one group to think of as many ways as possible to escalate the situation and the other group to work together to suggest strategies that would reduce tension and calm things down.
Some likely suggestions are listed below, but be prepared to add some from your own experience.

**Things that can make the situation worse**
- Threatening the person
- Giving the person no room to manoeuvre – getting too close
- Raising your voice, sounding angry, swearing, making accusations, calling the pupil names
- Using threatening gestures and body language
- Seeing the conflict as a contest
- Dealing with the person in front of an audience
- Giving an unrealistic ultimatum (that can’t be carried out)
- Assuming the person is deliberately trying to offend or upset you
- Interrupting, demanding, not listening
- Trying to soothe.

**Things that defuse tension and make conflict resolution more likely**
- Staying calm (at least on the outside!) – calm yourself before trying to calm others
- Becoming more assertive – say calmly how you feel and why you feel like that
- Saying what you would like to happen
- Labelling the behaviour not the person
- Using a calm voice and non-threatening body language
- Giving a choice, but not an ultimatum, and time to comply
- Listening and trying to understand the situation from the other person’s point of view
- Using humour, if appropriate
- Trying to avoid an audience
- Not standing too close
- Looking for common ground
- Capitalising on your relationship
- Keeping the options open
- Using a mental ‘script’.

Ask the ‘escalate’ group to call out ideas, then invite the ‘de-escalate’ group to try to counter these.

Tell participants that they are going to watch a short video clip of school staff discussing ways to de-escalate a situation.

*Show video clip 5.1.*

**Video clip 5.1 – De-escalation discussion**

Explain to participants that in this school staff often get together to discuss how they deal with conflict and confrontation and to share skills and experiences. In this way staff can be mutually supportive and can learn from each other. This can be particularly important where
staff are new to a school and need to be inducted into behaviour policy and practice, or where there may be a possibility of volatile situations occurring. In this clip, there have been some situations in which staff responses have escalated problems, made things worse. Carolyn leads a staff discussion where the following points are raised:

- How shouting can raise the temperature and make a situation worse
- Being aware of personal space
- The importance of defusing a situation – staying calm and trying to calm the other person (providing a way out, saving the discussion until later, removing the person to somewhere quiet, listening, taking some fresh air or a little walk, etc.)
- Using inclusive language and helping pupils put things right
- Using humour
- Finding a way to enable pupils to return to the learning as quickly as possible
- Helping pupils to reach a consensus
- Forming positive relationships and gaining trust.

Managing emotions
Conflict and confrontation can create strong emotions that might be difficult to manage. Invite participants to suggest examples of feelings that might emerge during or closely following such a situation (anger, fear, regret, panic, concern, worry, frustration, bravery, forgiveness, embarrassment).

Activity 30 – Managing feelings

*Allow 5 minutes.*

Ask participants to work in small groups to consider how they might manage such feelings and to identify any strategies that might help them to stop and think before reacting in such situations. These ideas might include:

- identifying their own emotional triggers (what winds them up)
- being alert to signs of stress and tension
- using breathing exercises
- muscle relaxation
- positive self-talk
- grabbing some thinking time (move away, tidy paper, talk to someone else)
- explaining that you feel too angry to deal with the situation now and that you will talk to them later.

Ask participants to consider developing a ‘script’ in response to the things that annoy them.
Techniques for managing difficult situations
Explain to participants that you are going to take them through a few techniques that some people find useful in defusing and managing difficult situations. Select the techniques that best suit the needs of the group and show the appropriate slides as a stimulus to introduce each technique. The main points are summarised in course document 5.4 in the Promoting positive behaviour section of the TA file.

Show presentation slide 5.1.

Presentation slide 5.1

Model the behaviour you want to see
Re-emphasise the importance of TAs as important role models of the behaviour expected within the school. One of the most difficult things to respond to when correcting pupil behaviour is the riposte “Why should I? You do it.”
Stay calm
Calmness, predictability and certainty are key skills to model. Avoid trying to soothe as this can often make people angrier. Listening to other viewpoints and allowing a right of reply is a powerful tool in defusing a situation. If you apologise when you are too hasty in a judgement, you give a significant message to pupils and others. It takes more than one person to have an argument, so if you refuse to be drawn in and do not compete for the 'last word' you can quickly reduce the heat in a difficult situation. Sometimes you need to walk away, leave space and come back to the conversation later.
Become more assertive

Using 'I' messages is a powerful way of showing how you feel about behaviour without criticising, blaming or threatening. It helps to keep the interaction calm and focused. In using 'I' messages you:

- describe the behaviour
- say how it makes you feel
- say why you feel like this
- say what you would like to happen.

For example, rather than saying "This group is the worst I've ever met", say "When you talk to each other instead of listening, I feel upset because I can't explain properly. I need you to listen so that you can do a good job on this work."

Partial agreement can help in becoming more assertive. It involves acknowledging the other person’s point of view as well as restating what it is you want them to do: for example, saying "I understand that you want to sit with Sumru but I need you to work with Johnny on this", rather than "No, you can't sit with Sumru".

Blocking argument

This strategy absorbs the argument but does not fuel it. Agree with any truth in a statement: For example, say, "Yes that’s true. I was angry yesterday”, or accept the other person’s feeling or point of view by saying "I can see that you’re angry. Maybe it does seem unfair to you".
Expressing certain feelings without demonstrating them
For example, you can show you are angry without shouting and using angry body language. Communicating feelings about a situation in a calm way deals with it without blaming or condemning the other person: “I feel angry about the way you spoke to me yesterday”.

Broken record
This technique is useful in defusing conflict. It helps you to be clear without showing that you are angry, uncomfortable, loud or irritated:
- Make sure that the pupil is listening: “I need you to listen to me”
- Explain clearly what you want and give the pupil time to comply
- Look as if you mean what you are saying (body language, facial expression)
- Stick to the issue
- Ignore side issues and do not get drawn into argument.

Show presentation slide 5.4.

Presentation slide 5.4

Defer an issue until later
Sometimes it can be useful to buy time to allow the situation to cool down or to defer an issue until later. This is helpful in that no-one loses face; others around see that you are in control; you have time to understand each other’s feelings; it is more likely that you can retain a positive relationship; and the conflict is less likely to happen again. For example:
- “Wait there please. I’ll be with you in a minute. I just need to speak to Joe.”
- “We obviously can’t sort this out right now. Let’s fix a time to talk about it.”
- “I need to think about what you’ve said. We will talk tomorrow.”
Keep the focus on the real problem
People often become diverted into wasting time and emotional energy talking about side issues or secondary behaviours rather than confronting the problem.

Secondary behaviours are the negative responses you sometimes see from pupils after receiving correction. The responses can be non-verbal, such as tuts, pouts, sighs or exasperated arm-folding. Verbally, they usually manifest as the ‘last word syndrome’: “It wasn’t me”, “I was only…”, “They were…”, “Mrs Jones lets us…”.

Often when pupils are challenged about something they have done wrong they feel bad. So as not to feel this way they try to deflect responsibility for the behaviour by trying to divert you. If you are drawn into reacting to these diversions (or secondary behaviours) then the pupil feels better because the feelings about the original behaviour are diluted.

Explain to participants that secondary behaviours are not an attack on adults. They are not attempts to make adults look wrong or silly, but are used by pupils, especially teenagers, to make themselves feel better.

A typical response to secondary behaviour is to get drawn into arguments over who was or wasn’t doing what and when. This can often lead to you becoming frustrated, especially when you have actually witnessed the misbehaviour in question.

Point out that experience tells you that the more you engage with secondary behaviours, the more you are going to be faced with them. Your outward frustrations, or even anger, signal to the pupil that their strategy is working.

Stress that the more you keep the focus on the real issue, the less likely you are to be sidetracked.
Search for a solution together

Work to find a solution that allows both parties to save face. It may involve offering choice: “I would like you to… However, I can see it is a problem for you. What about...?” It may involve inviting a view from the other person to help you find a solution together: “What do you think we could do...?”

Show presentation slide 5.7.

Label the behaviour, not the pupil
Label the behaviour, not the pupil
Making the behaviour wrong, rather than making the pupil bad, allows pupils to change, to learn a new skill or to choose better behaviour next time. It accepts that everyone can make mistakes and that we can all learn new (or develop existing) social and emotional skills. For example: “Molly, speaking to me like that really upsets me, I want you to speak politely”, rather than “Molly, you are a very rude young lady”. The latter can begin to build the pupil’s picture of herself as a rude or bad person. As everyone likes to be good at something, some pupils aim to be the best ‘baddy’!

Show presentation slide 5.8.

Presentation slide 5.8

Give choices but not ultimatums

Give pupils a choice (but not an ultimatum)
Using the language of choice and consequences is a powerful way of helping pupils to see the link between their actions and the effect they have on other people. In this way, pupils are encouraged to take responsibility for their own actions and are more likely to be learning or developing social and emotional skills. Explain that using the ‘language of choice’ give you words to support and redirect pupils towards more successful learning experiences. Offering choices means that pupils are not backed into corners, thus reducing the likelihood of conflict.

Language of choice
Explain that it is not possible to force pupils to pick up litter, move seats, apologise or leave their classrooms tidy. No matter how much you insist, the answer pupils give you might be “No!”. You cannot force pupils to do things, but you can motivate and encourage so that they want to do things for you and, more importantly, for themselves.
Often, when children behave in an unacceptable way, adults present them with a consequence: for example, “If you don’t tidy your room, then you won’t be watching TV”. This approach can create conflict and confrontation, raising the emotional temperature and making it difficult to stay calm. It is more effective to provide pupils with clear choices. This will support them in taking responsibility for managing their own behaviour.

For example: “Susie, I’ve asked you to stop disturbing Sunita, she is trying to think about her story. If you choose to continue, then you will have to move over there near the window. It’s your choice.”

Tell participants that they are going to watch a brief video clip in which a headteacher, teachers, TAs and pupils talk about the language of choice and how it can help pupils to develop the skills to make positive decisions about their behaviour.

Play video clip 5.2.

Video clip 5.2 – Using the language of choice

After playing the clip, tell participants that the fact that pupils make choices about their behaviour is not only healthy and realistic, but also enables them to take responsibility for their own behaviour and helps them to develop their social and emotional skills. If the school is a place where genuine choice exists at all levels, it is more likely that pupils will make appropriate choices about their behaviour.

Explain that as we cannot actually force people do things, this technique removes the struggle for power. Encouraging pupils to feel that they are responsible for their own behaviour and its consequences stops us thinking that we must make them obey all the time. Pupils who are defiant are often trying to feel in control or important. Giving them choices about their behaviour enables them to take control in a positive way.

Lead a brief discussion in which participants describe any other strategies they have used.
Know when and how to get help

Explain that, when faced with a difficult situation, we sometimes need help. We know that emotions run high and relationships could be damaged. Invite participants to share some sources of help from their own experience and how and when they were useful.

Ask them how this 'help' is described in their school behaviour policy. Who should they ask for help? What kind of help should they expect? How are specific incidents reported and recorded and followed up? If they feel unsure, they should follow it up with their line manager when they get back to school.

This part of the training is summarised in course document 5.4.
Managing difficult situations

Model the behaviour you want to see
TAs are important role models of the behaviour expected within the school. One of the most difficult things to respond to when correcting pupil behaviour is the riposte "Why should I? You do it."

Stay calm
Calmness, predictability and certainty are key skills to model. Avoid trying to soothe as this can often make people angrier. Listening to other viewpoints and allowing a right of reply is a powerful tool in defusing a situation. If you apologise when you are too hasty in a judgement, you give a significant message to pupils and others. It takes more than one person to have an argument, so if you refuse to be drawn in and do not compete for the last word you can quickly reduce the heat in a difficult situation. Sometimes you need to walk away, leave space and come back to the conversation later.

Become more assertive
Using ‘I’ messages is a powerful way of showing how you feel about behaviour without criticising, blaming or threatening. It helps to keep the interaction calm and focused. In using ‘I’ messages you:

- describe the behaviour
- say how it makes you feel
- say why you feel like this
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For example, rather than saying "This group is the worst I’ve ever met", say “When you talk to each other instead of listening I feel upset because I can’t explain properly. I need you to listen so that you can do a good job on this work.”

Partial agreement can help in becoming more assertive. It involves acknowledging the other person’s point of view as well as restating what it is you want them to do: for example, saying "I understand that you want to sit with Sumru but I need you to work with Johnny on this", rather than "No you can’t sit with Sumru”.

Blocking argument
This strategy absorbs the argument but does not fuel it. Agree with any truth in a statement: for example, say, “Yes that’s true. I was angry yesterday”, or accept the other person’s feeling or point of view by saying "I can see that you’re angry. Maybe it does seem unfair to you.”

Expressing certain feelings without demonstrating them
For example, you can show you are angry without shouting and using angry body language. Communicating feelings about a situation in a calm way deals with it without blaming or condemning the other person: “I feel angry about the way you spoke to me yesterday”.
Broken record
This technique is useful in defusing conflict. It helps you to be clear without showing that you are angry, uncomfortable, loud or irritated:

● Make sure that the pupil is listening: “I need you to listen to me”
● Explain clearly what you want and give the pupil time to comply
● Look as if you mean what you are saying (body language, facial expression)
● Stick to the issue
● Ignore side issues and do not get drawn into argument.

Defer an issue until later
Sometimes it can be useful to buy time to allow the situation to cool down or to defer an issue until later. This is helpful in that no-one loses face; others around see that you are in control; you have time to understand each other’s feelings; it is more likely that you can retain a positive relationship; and the conflict is less likely to happen again. For example:

● “Wait there please. I’ll be with you in a minute. I just need to speak to Joe.”
● “We obviously can’t sort this out right now. Let’s fix a time to talk about it.”
● “I need to think about what you’ve said. We will talk tomorrow.”

Keep the focus on the real problem
People often become diverted into wasting time and emotional energy talking about side issues or secondary behaviours rather than confronting the problem.

Secondary behaviours are the negative responses you sometimes see from pupils after receiving correction. The responses can be non-verbal, such as tuts, pouts, sighs or exasperated arm-folding. Verbally, they usually manifest as the ‘last word syndrome’: “It wasn’t me”, “I was only...”, “They were...”, “Mrs Jones lets us...”.

Often when pupils are challenged about something they have done wrong they feel bad. So as not to feel this way they try to deflect responsibility for the behaviour by trying to divert you. If you are drawn into reacting to these diversions (or secondary behaviours) then the pupil feels better because the feelings about the original behaviour are diluted

Secondary behaviours are not an attack on adults. They are not attempts to make adults look wrong or silly, but are used by pupils, especially teenagers, to make themselves feel better.

A typical response to secondary behaviour is to get drawn into arguments over who was or wasn’t doing what and when. This can often lead to you becoming frustrated, especially when you have actually witnessed the misbehaviour in question.

Experience tells you that the more you engage with secondary behaviours, the more you are going to be faced with them. Your outward frustrations, or even anger, signal to the pupil that their strategy is working.

The more you keep the focus on the real issue, the less likely you are to be sidetracked.
Search for a solution together
Work to find a solution that allows both parties to save face. It may involve offering choice: “I would like you to... However, I can see it is a problem for you. What about...?” It may involve inviting a view from the other person to help you find a solution together: “What do you think we could do...?”

Label the behaviour, not the pupil
Making the behaviour wrong, rather than making the pupil bad, allows pupils to change, to learn a new skill or to choose better behaviour next time. It accepts that everyone can make mistakes and that we can all learn new (or develop existing) social and emotional skills. For example: “Molly, speaking to me like that really upsets me, I want you to speak politely”, rather than “Molly, you are a very rude young lady”. The latter can begin to build the pupil’s picture of herself as a rude or bad person. As everyone likes to be good at something, some pupils aim to be the best ‘baddy’!

Give pupils a choice (but not an ultimatum)
Using the language of choice and consequences is a powerful way of helping pupils to see the link between their actions and the effect they have on other people. In this way, pupils are encouraged to take responsibility for their own actions and are more likely to be learning or developing social and emotional skills. Explain that using the ‘language of choice’ gives you words to support and redirect pupils towards more successful learning experiences. Offering choices means that pupils are not backed into corners, thus reducing the likelihood of conflict.

Explain that it is not possible to force pupils to pick up litter, move seats, apologise or leave their classrooms tidy. No matter how much you insist, the answer pupils give you might be “No!”. You cannot force pupils to do things, but you can motivate and encourage so that they want to do things for you and, more importantly, for themselves.

Often, when children behave in an unacceptable way, adults present them with a consequence: for example, “If you don’t tidy your room, then you won’t be watching TV”. This approach can create conflict and confrontation, raising the emotional temperature and making it difficult to stay calm. It is more effective to provide pupils with clear choices. This will support them in taking responsibility for managing their own behaviour.

For example: “Susie, I’ve asked you to stop disturbing Sunita, she is trying to think about her story. If you choose to continue, then you will have to move over there near the window. It’s your choice.”

Know when and how to get help
When faced with a difficult situation, you sometimes need help. You know that emotions run high and relationships could be damaged. You need to know when and how to get help.
Activity 31 – Scenarios

Allow 15 minutes.

Introduce the scenarios in course document 5.5. Ask participants to work in small groups and ask each group to select one or two scenarios to discuss. Suggest they choose scenarios that are most likely to occur in the course of their work. As participants discuss each scenario they should think about these questions:

- What would we say?
- What would we do?
- How would this help?

Encourage participants to focus on creating responses to the scenarios that maintain good relationships and make it less likely that the situation or the behaviour will recur.

Suggest they use course document 5.4 in the Promoting positive behaviour section of the TA file for additional information on responses. If there is time, you may wish to develop these scenarios into role-play activities.

Invite feedback from participants and focus on successful interventions, emphasising links to course document 5.4.

Course document 5.5

Scenarios

A group of pupils comes to you complaining about a lunchtime supervisor who, they claim, is picking on them.

In the staffroom, a member of staff is talking about a pupil with whom you have worked hard to build up a relationship. “I don’t know why we bother with that kid. His behaviour is appalling, just like his sister. We should exclude him.”

You are supporting learning and behaviour in a class you work with regularly. You feel the behaviour is getting worse but the class teacher doesn’t seem to be aware.

You notice the teacher always seems to favour the same group of pupils – giving them extra attention, asking questions of them while ignoring others in the class. Some pupils are fed up with this and their behaviour is deteriorating.

A pupil in a group you are working with whispers to you, “I’ve never, ever had a sticker from my teacher”.

You feel that the pupils’ behaviour is poor because this teacher is not following the school behaviour policy.

You feel that a pupil has given 100 per cent effort but the teacher tells him off for not working hard enough.
You overhear a group of year 6 girls having a conversation in the corridor.
You think they are swearing.

You find pupils in the toilets throwing scrunched wet toilet paper up on the ceiling.

You see a worried-looking pupil giving his lunchbox to another boy.

You hear a parent shouting and swearing at their child (one of your pupils) in the street outside the school’s gate before coming in.

A pupil says to you, “You’re not my teacher, what do you know?”.

A group of pupils are playing around in a classroom or corridor ignoring your request for them to go outside at lunchtime.

A parent/carer asks your advice – their child is being bullied.

A member of staff is in difficulty with a violent pupil.

You give a pupil a simple instruction. They refuse to do as you have asked, commenting, “No I’m not doing it, and you can’t make me”.

Two pupils come to tell you that another pupil is being bullied out in the playground.

You hear the cry, “Fight, fight!”, and see pupils crowding around two pupils.

A pupil is being bullied because of his sexuality or race.

You meet an angry and upset adult in the corridor who wants to see ‘someone in charge’.

A pupil swears directly at you when you ask her/him to concentrate on the work you are doing together.

A pupil is in trouble with a teacher for something they have not done. You know the true situation.

Remind participants of the key points in managing difficult situations, and recommend that they use course document 5.6 to help them practise their skills back in school.
Managing ourselves in difficult situations

Prevention
Try to avoid conflict and prevent difficult situations arising by:

- modelling the behaviour you want to see
- acknowledging, praising and rewarding good behaviour
- listening and trying to understand situations from the other person’s point of view
- finding out about pupils as people and treating them with respect
- reporting good behaviour to others (teachers, headteachers, parents/carers, supervisors, people in the community, each other)
- encouraging responsibility – providing special roles/jobs for pupils if appropriate
- apologising when you make mistakes. It models respect
- separating the behaviour from the person. Never label pupils, or say they are ‘bad people’; refer instead to their behaviour
- distracting before trouble begins if you can start a conversation; walk with them; notice something good about them
- avoiding shouting, sarcasm and humiliation.

Managing ourselves

- Calm yourself before trying to calm others: count to five, breathe deeply, focus on your outward behaviour – show you are calm (on the outside, at least!)
- Use a calm tone of voice and non-threatening body language. Maintain a safe distance, hands by side, slow movements, avoiding direct eye contact. Do not point, wag your fingers or prod
- Speak calmly but assertively. Say how you feel and why, say what you would like to happen. Use humour, as appropriate
- Capitalise on your relationships
- Give any instructions clearly and then give time to do it. Use the language of choice (offer choices not ultimatums) and give time to comply. Keep the options open
- Try to be fair and consistent
- Try to avoid an audience
- Avoid trying to solve a problem when people are angry. Talk to them later when you, and they, are calm
- Know where to go for help and ask for it if you need it
- Know the policy in your school on following up an incident
- Focus on the real problem
- Try to find common ground and search for solutions.

Following up a difficult situation

Ask participants to describe some of the feelings they have had or might experience following a difficult situation or confrontation. Note these on the flipchart or whiteboard.
Emphasise the importance of the following advice:

- Recognise how you are feeling and how it has affected you
- Find someone to talk to and remember you will need some time before you are really calm
- Look for an opportunity to be positive with the person involved in the confrontation/conflict
- Work within your school policy on reporting incidents and follow-up actions.

Take brief feedback from participants on one or two of the scenarios, highlighting effective practice and drawing links to the skills introduced in this session.

*Show presentation slide 5.10 to remind participants of key skills they might use.*

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**Presentation slide 5.10**

**Summary of key points in this section**

- Capitalise on positive relationships – humour, trust, friendship. Prevention is better than cure
- Stay calm in your body language and tone of voice
- Practise the skills introduced in this session
- Know when and how to get help
- Report and record incidents in line with your school policy
Summing up

Refer participants to the post-module activities in course document 5.6 in the Promoting positive behaviour section of the TA file. Point out that these are optional activities that they can do back at school which should help them to reflect on and continue their learning from this module and help them to consolidate it. Suggest that they discuss the activities with their mentor. Explain that the activities will help them put into practice what they have learnt in their own situation. Participants may also want to take another look at some of the pre-module activities.

Course document 5.7

Post-module activities

You should discuss the choice of activity with your mentor.

Introduction: Developing skills

When you want to try out a new skill or idea in your work with pupils, introduce it in a structured way. You could use this process to help you.

1. **Have an idea.** “If I try to catch children being good as often as possible, then they will feel better motivated to learn.”

2. **Be as precise as possible about what is happening now.** Try and work out how often you use this skill at the moment. Ask the class teacher to give you feedback.

3. **Rehearse mentally.** Think of the situations in which you could catch pupils being good and practise some of the phrases you might use, thinking about how to make the praise personal, specific and genuine. Try to practise the skills you have learned in your own classroom or school context.

Activities

- Discuss with your mentor which of the adults in your school successfully use the skills you have discussed in this module. Use opportunities to observe these colleagues, to notice how they build relationships with others, the language they use in promoting positive behaviour and their approach to difficult situations. Use this as a model for your own practice.
- Discuss with your mentor opportunities that may arise for you to participate in whole-school training in promoting positive behaviour and developing social and emotional skills.
- Discuss with your mentor any opportunities open to you and other school staff to share your good ideas and your successful strategies for promoting positive behaviour.
- Find opportunities to praise, reward and give feedback to pupils you teach. Think about how they will feel and be careful about the context.
- Practise reframing language in a positive way – to focus on the skills you want to see being developed.
<table>
<thead>
<tr>
<th>Stop calling out</th>
<th>becomes</th>
<th>“One person at a time – thanks” or “Hands up to answer this – thanks”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Don’t do it like that</td>
<td>becomes</td>
<td></td>
</tr>
<tr>
<td>You can’t play with that</td>
<td>becomes</td>
<td></td>
</tr>
<tr>
<td>That’s far too noisy</td>
<td>becomes</td>
<td></td>
</tr>
<tr>
<td>There’s no point in all talking at once</td>
<td>becomes</td>
<td></td>
</tr>
<tr>
<td>You can’t go out to play yet.</td>
<td>becomes</td>
<td></td>
</tr>
<tr>
<td>Don’t waste time</td>
<td>becomes</td>
<td></td>
</tr>
<tr>
<td>Stop dreaming and get on</td>
<td>becomes</td>
<td></td>
</tr>
<tr>
<td>You can’t change your book now</td>
<td>becomes</td>
<td></td>
</tr>
</tbody>
</table>

- Help pupils develop social and emotional skills: for example, helping pupils to learn about feelings.
- Take time to understand and explore the reasons behind a pupil’s behaviour.
- Find ways to build positive relationships: for example, by involving yourself in meeting and greeting pupils as they arrive at or leave school, by eating with them or by visiting them in breakfast club.
- Think of some ways you could contribute to the improvement of the learning environment in a classroom or more generally in school.
- Look for ways to acknowledge good behaviour and to praise, reward and celebrate achievement (within your school’s usual systems).
- When working with an individual pupil after an incident involving problem behaviour, help them to reflect on how they can put the situation right. Model the skills you want to promote. Use problem solving to identify solutions, work with pupils to help them identify the action they will take to put things right.
- Have a discussion with pupils about ways to calm down when they are angry (use the calming down strategies poster from the SEAL curriculum resource).
- Find ways to involve yourself in setting up a playground friend or buddy system.
- Discuss with your manager or teacher partner the areas that you found interesting and would like to develop further. Identify ways in which this could happen.

Tell participants that also included, as course documents 5.8, 5.9 and 5.10, are a list of references in case they want to read further on anything that has been introduced in this module, a glossary that will explain some of the terms they might come across, and a guide to some of the behaviour and attendance-related roles that they might come across in their schools.
Course document 5.8

Further reading and weblinks

**Education and Inspections Act 2006**
This can be found at www.dfes.gov.uk/publications/educationandinspectionsact/index.shtml

**Learning Behaviour – The Report of the Practitioners’ Group on School Behaviour and Discipline (DfES, 2005)**
Also known as the Steer Report. You can download this report or order copies online at www.teachernet.gov.uk/publications

**SEAL**
The SEAL resource has been developed by the primary national strategy as part of Excellence and Enjoyment: Learning and Teaching in the Primary Years (DfES 0518-2004G). You can find out more about the SEAL resources at www.teachernet.gov.uk/seal

**NPSLBA**
You can find out more about the NPSLBA at www.teachernet.gov.uk/npslba/

**Guidance on use of force**
Guidance on the power of members of staff to use force (Education and Inspections Act 2006) is available on Teachernet at www.teachernet.gov.uk

Course document 5.9

Glossary of terms and useful weblinks

**Anti-bullying policy**
The aim of the school anti-bullying policy is to ensure that pupils learn in a supportive, caring and safe environment without fear of being bullied.

More information is available at www.teachernet.gov.uk/management/atoz/a/antibullyingpolicy/

**Behaviour for Learning**
Behaviour for learning emphasises the crucial link between the way in which pupils learn and their social knowledge and behaviour. The focus is on establishing positive relationships. This module helps TAs to develop strategies and techniques for modelling and teaching explicitly, the specific behaviours needed for learning.

More information is available at www.behaviour4learning.ac.uk
Behaviour (and attendance) policy
The school behaviour and attendance policy shapes the school ethos and makes a statement about how the school values and includes all the people in it. Positive behaviour and attendance are essential foundations for a creative and effective teaching and learning environment in which all members of the school community can thrive and feel respected, safe and secure. The policy is usually agreed by the whole staff and shared with parents/carers.

More information is available at www.teachernet.gov.uk/wholeschool/behaviour/schooldisciplinepupilbehaviourpolicies

Behavioural, emotional and social difficulties (BESD)
BESD is a term used to describe a particular set of special educational needs. Pupils with BESD cover the full range of ability and a continuum of severity. Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum. They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.

Behaviour and education support teams (BESTs)
Under the Behaviour improvement programme (BIP) initiative, some schools have been able to set up BESTs. These are multi-agency teams, which bring together a range of professionals, working to support schools, families and children (aged 5 to 18) who present or are at risk of developing emotional, behavioural and/or attendance problems. Teams include professionals from the fields of education, social care, health and other. The focus of BEST work is identification, prevention and early intervention, to promote emotional well-being, positive behaviour and school attendance.

More information is available at www.dfes.gov.uk/best/

Behaviour improvement programme (BIP)
The BIP is a government initiative aimed at improving poor behaviour and attendance in schools where these issues form significant barriers to learning and pupil progress. Supported locally by local authorities and managed locally by the Excellence in Cities (EiC) Partnerships, BIPs target resources at a small number of schools with the greatest behaviour and attendance challenges across the primary and secondary sectors.

More information is available at www.dfes.gov.uk/behaviourimprovement/

Behaviour support plan (BSP)
A behaviour support plan outlines a local authority’s arrangements for the education of pupils with behavioural difficulties.

Body language
The process of communicating through conscious or unconscious gestures and poses.
Promoting positive behaviour

**Bullying**
There are many definitions of bullying, but most consider it to be:

- deliberately hurtful (including aggression)
- repeated over a period of time
- difficult for those being bullied to defend themselves against.

Bullying can take many forms, but three main types are:

- **Physical**: hitting, kicking, taking belongings
- **Verbal**: name-calling, insulting, making offensive remarks
- **Indirect**: spreading nasty stories about someone, exclusion from social groups, being made the subject of malicious rumours, sending malicious emails or text messages.

Name-calling is the most common direct form. This may be because of individual characteristics, but pupils can be called nasty names because of their ethnic origin, nationality or colour, sexual orientation, or some form of disability.

Don’t suffer in silence, DfES anti-bullying pack

More information is available at www.teachernet.gov.uk/management/atoz/a/antibullyingpolicy/

The Anti-Bullying Alliance (ABA) was founded by NSPCC and the National Children’s Bureau in 2002. It brings together 65 organisations into one network with the aim of reducing bullying and creating safer environments in which children and young people can live, grow, play and learn.

More information is available at www.anti-bullyingalliance.org.uk

**Code of conduct**

Behaviour policies should include a code of conduct for pupils. Conduct rules can apply before and after school as well as during the school day. They set expectations for how pupils will behave in corridors, in bus queues and at lunch and break times as well as in the classroom.

**Conflict**

A disagreement, a fight or a struggle. See also Restorative justice (p114) for one method of dealing with conflict.

Teachernet has advice for schools on violence reduction at www.teachernet.gov.uk/wholeschool/behaviour/violencereduction

**Confrontation**

Hostile or defiant incident.

**Consequence**

In this module, a ‘consequence’ describes what happens as a result of a particular behaviour. Consequences can be either positive or negative. They are applied to promote and encourage good behaviour and to set necessary limits. To promote positive behaviour there should be consistent and fair consequences for behaviour choices, which encourage pupils to reflect on and to take responsibility for their own behaviour.
Empathy
Being able to empathise involves understanding others and anticipating and predicting their likely thoughts, feelings and perceptions. It involves seeing things from another’s point of view and modifying one’s response, if appropriate, in the light of this understanding. Empathy is one of the social and emotional aspects of learning (SEAL) that pupils need to develop so they can learn effectively. See SEAL (p115)

'I' message
An 'I' message begins with the word 'I' and tells pupils how you feel about a particular situation or behaviour. Using 'I' messages is a powerful way of showing how you feel about behaviour without criticising, blaming or threatening. It helps to keep the interaction calm and focused. In using 'I' messages you:
● describe the behaviour
● say how it makes you feel
● say why you feel like this
● say what you would like to happen.

For example, rather than saying “This group are the worst I’ve ever met”, say “When you talk to each other instead of listening I feel upset because I can’t explain properly. I need you to listen so that you can do a good job on this work.”

Individual behaviour plan (IBP)
An IBP is an important document that sets out a plan for supporting an individual child in improving their behaviour. It is a planning and reviewing tool which usually includes targets and strategies to support behavioural change and to help the pupil access education more effectively, and arrangements for reviewing how progress will be monitored and reviewed.

Language of choice
The appropriate use of language encourages pupils to make responsible choices in their behaviour. No adult can make a pupil do something if they are determined not to. By regularly using the word 'choice' the pupils are encouraged to take responsibility for their own behaviour and have a chance to feel in control.

For example: "I need you to complete this piece of work. If you choose not to complete the piece of work during the lesson, it will have to be completed at another time. It’s up to you.”

The word choice also has a positive emphasis, which builds confidence and self-esteem.

Lead behaviour professional (LBP)
LBPs are senior members of staff who work in schools to help staff improve skills in promoting positive behaviour and in behaviour and attendance management.

More information is available at www.teachernet.gov.uk/wholeschool/behaviour/npsl_ba/lbprole/
Leading behaviour teacher
A leading behaviour teacher is an excellent teacher, with proficiency in promoting positive behaviour, who is able to demonstrate his/her expertise in a way that will help others to learn and use skills to promote positive behaviour.

Learning mentors
Learning mentors originated as one of the three main strands of the Excellence in Cities (EiC) initiative, and work largely in primary and secondary education settings. They are:

- salaried staff who work with school and college students and pupils to help them address barriers to learning, including behaviour and attendance
- a bridge across academic and pastoral support roles with the aim of ensuring that individual pupils and students engage more effectively in learning and achieve appropriately
- a key ingredient in many school and college approaches to improve the achievement levels of pupils and students.

More information is available at www.standards.dfes.gov.uk/learningmentors/

Learning support unit (LSU)
LSUs are school-based centres for pupils who are disaffected, at risk of exclusion or vulnerable because of family or social issues. They provide short-term teaching and support programmes tailored to the needs of pupils who need help in improving their behaviour, attendance or attitude to learning. The aim is to keep pupils in school and working while their problems are addressed, and to help to reintegrate them back into mainstream classes as quickly as possible.

More information is available at www.standards.dfes.gov.uk/sie/eic/lsu/

Managing feelings
In managing feelings, pupils use a range of strategies to recognise and accept their feelings. They can use this to help regulate their learning and behaviour – for example, managing anxiety or anger, or demonstrating resilience in the face of difficulty. Managing feelings is one of the social and emotional aspects of learning (SEAL) that pupils need to develop so they can learn effectively. See SEAL (p115)

Mediation
Intervention between the parties in a dispute to produce agreement or reconciliation. See also Restorative approaches (p114).

More information is available at www.Teachernet.gov.uk/wholeschool/behaviour/violencereduction

Modelling
A way of teaching, for example, social and emotional skills to others through demonstration.

Motivation
Motivation enables learners to take an active and enthusiastic part in learning. Intrinsically motivated learners recognise and derive pleasure from learning. Motivation enables learners to set themselves goals and work towards them, to focus and concentrate on learning, to
Motivation is one of the social and emotional aspects of learning (SEAL) that pupils need to develop so they can learn effectively. See SEAL (p115)

**NPSLBA**
The National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA) provides leadership training in behaviour and attendance (B&A). The programme offers qualifications and creates career pathways for the growing number of specialists who work in the field of B&A. Not all of these professionals are teachers. They work in varied settings: in mainstream or special schools or units, in primary or secondary schools, and as LA officers. All have a leadership role in B&A as part of their work or they aspire to become such leaders.

More information is available at www.teachernet.gov.uk/npslba/

**Pastoral support programme (PSP)**
A PSP is an intervention determined by a school to help individual pupils to manage their behaviour. A PSP is set up automatically for any pupil at risk of permanent exclusion, although a PSP can also be set up for any pupil who the school has identified as being at risk of failure because of disaffection.

**Peer counselling**
See Peer mediation and Peer support (below)

**Peer mediation**
Peer mediation involves pupils helping their peers to resolve conflicts. Pupils who are trained as peer mediators learn vital skills in communication, negotiation, understanding and problem solving. A peer mediator is able to refer to a teacher if a situation becomes too complex for them to handle.

More information is available at www.teachernet.gov.uk/teachers/issue31/primary/resources/Whatispeermediation_Primary/

**Peer pressure**
A need to conform to the behaviour of friends or others in order to be accepted into the group. Peer pressure can be positive as well as negative.

**Peer support**
See also Peer mediation (above)
There are different types of peer support, for example involving mediation skills, peer education or peer listening. Peer support is not about telling people what to do, but rather listening and, if necessary, sign-posting to relevant individuals or organisations.

**Primary behaviours**
Primary behaviours occur first and are generally what trigger a response from the adult. The most common primary behaviours that staff face in children are pupils talking out of turn, being out of their seats and hindering other children.
Pupil referral unit (PRU)
A PRU is a centre maintained by a local authority for pupils who, because of exclusion or other reasons, are not able to attend a mainstream or special school.

More information is available at
www.dfes.gov.uk/exclusions/alternative_provision_policies/pupil_referral_units.cfm

Restorative justice (RJ) and restorative approaches
Restorative justice is a method of conflict resolution. The approach is based on the belief that the people best placed to resolve a conflict or a problem are those directly involved, and that imposed solutions are less effective, less educative and possibly less likely to be honoured. Through structured communication RJ approaches seek to include all of the people affected by an incident safely, encourage and facilitate opportunities for communication and reparation, and find ways of agreeing mutually acceptable outcomes.

Rewards
Rewards are an important part of encouraging good behaviour. The school behaviour policy will usually indicate the range of rewards, approval, affirmation or positive recognition used in a school. These might be informal rewards such as smiling, verbal praise or thumbs up, or formal rewards such as certificates, points, class treats – discos, films, trips, vouchers or responsibilities such as prefect, peer mentor or buddy.

Rights and responsibilities
Rights and responsibilities are the basis on which school relationships are built. They are closely linked and shared by adults and pupils.

Rights might include:
- the right to respect and dignity
- the right to feel safe
- the right to learn.

Responsibilities might include:
- the responsibility to manage our own behaviour
- the responsibility to treat others with respect and dignity
- the responsibility to cooperate with others
- the responsibility to work within the agreed systems.

Rules
All schools have rules. They set out how rights and responsibilities translate into adult and pupil behaviour.

Sanctions
The school behaviour policy should make clear the boundaries of what is acceptable and set out a hierarchy of sanctions for unacceptable behaviour, along with arrangements for their consistent and fair application, and a linked system of rewards (see above) for good behaviour. Schools have a range of sanctions at their disposal, from withdrawing children from activities to permanently excluding them.
SEAL
Social and emotional aspects of learning (SEAL) are the underpinning qualities and skills that help promote positive behaviour and effective learning. The government’s SEAL programme focuses on five social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy, social skills. Curriculum materials help pupils develop skills such as understanding another’s point of view, working in a group, sticking at things when they get difficult, resolving conflict and managing worries. SEAL builds on effective work already taking place in primary schools who pay systematic attention to the social and emotional aspects of learning through whole-school ethos, initiatives such as circle time or buddy schemes, and the taught PSHE and citizenship curriculum.

More information is available at www.teachernet.gov.uk/seal

Secondary behaviours
Secondary behaviours are negative responses from students after receiving correction. Non-verbal examples are tuts, pouts, sighs or exasperated arm-folding. Verbally, they usually manifest as the 'last word syndrome': “It wasn’t me!”, “I was only…”, “They were…”, “Mrs. Robinson lets us...”.

Self-awareness
Self-awareness enables pupils to have some understanding of themselves. They know how they learn, how they relate to others, what they are thinking and what they are feeling. They use this understanding to organise themselves and plan their learning. Self-awareness is one of the social and emotional aspects of learning (SEAL) that pupils need to develop so they can learn effectively. See SEAL (above)

Self-esteem (self-worth)
Self-esteem is complex. It involves people making judgements about their own value based on a sense of their own worth and competence. High self-esteem helps pupils to feel good about themselves, valued and socially worthwhile and can enhance their ability to learn. If pupils feel successful and competent and see themselves as good learners they will be more willing to take risks, try out new ideas and help others to succeed. Self-esteem is not a fixed state. If a pupil has low self-esteem, significant adults in school can help to improve it and this, in turn, will improve the pupil’s proficiency as a learner. Providing praise, encouragement and support and showing pupils how much we value and respect their ideas are ways of building self-esteem.

Social skills
Social skills enable pupils to relate to others, take an active part in a group, communicate with different audiences, negotiate, resolve differences and support the learning of others. Social skills are one of the social and emotional aspects of learning (SEAL) that pupils need to develop so they can learn effectively. See SEAL (above)

Sympathy
Sharing in an emotion with another person.

Win-win
A way of reaching a solution to a problem that allows all participants to feel positive about the outcome.
Roles in school that relate to work in behaviour and attendance

Schools have a range of different ways of working. These are some of the behaviour-related roles that you may come across. In each case, only their role in relation to promoting positive behaviour has been described.

Behavior and attendance leader
As LBP (below) – titles may be interchangeable.
You can find out more about leadership in behaviour and attendance by visiting the primary national strategy behaviour and attendance website at www.standards.dfes.gov.uk/primary/ and NPSLBA website at www.teachernet.gov.uk/npslba/

Headteacher
Responsible for the quality of provision and standards and determination of behaviour policy. (See Education and Inspections Act 2006, Part 7, Chapter 1, section 88).

Inclusion manager (or coordinator)
Member of staff with responsibility for leading and coordinating policy and practice relating to inclusion. The responsibility is closely related to LBP, SENCO and the behaviour and attendance leader.

Lead behaviour professional (LBP)
Member of senior leadership team who takes the lead in coordinating all work on behaviour and attendance, with pupils and families, and staff professional development, liaising with outside agencies and coordinating multi-agency work. The responsibilities of this role may be dispersed among members of SLT.

More information can be found about the role of LBP at www.teachernet.gov.uk

Learning mentor/senior learning mentor
Works with pupils experiencing social, emotional and learning difficulties that may lead to problems in accessing the whole-school curriculum. In extreme cases these pupils may be excluded from school. In addition, learning mentors work closely with the families of vulnerable pupils.

Lunchtime supervisor team leader
Some schools appoint a senior lunchtime supervisor who takes on the role of leading the lunchtime supervision team, acting as a guide and role model for effective behaviour policy implementation and application of behaviour management strategies at times outside the classroom.

SEAL lead (or coordinator)
Teacher responsible for leading the implementation of SEAL in school. Often works closely with PSHCE coordinator and can be responsible for both areas.

You can find out more about the role of staff leading SEAL by visiting the SEAL website at www.teachernet.gov.uk/seal
SENCO
Member of staff responsible for leading and coordinating work with pupils experiencing behaviour, emotional and social difficulties (BESD) as a special need. This will also include multi-agency liaison and supporting work with families of pupils experiencing BESD.

Teaching assistant (TA)
TAs may take on a variety of roles in this area, for example, supporting teachers by working with whole classes, groups or individual pupils on social and emotional skills; leading a team of other TAs or lunchtime supervisors; and acting as a guide and role model for effective behaviour policy implementation and application of behaviour management strategies.

Module summary
Show presentation slide 5.11 to summarise the main points of the module.

Presentation slide 5.11

Summary of the module

- Know your school policies and systems and work within them
- Model the social and emotional skills you want to see in others
- Build positive relationships with all adults and pupils in your school
- Remember, how you communicate affects how people behave
- Practise the skills needed to manage difficult situations
- Be aware of your own skills and qualities and develop them further