

# BEHAVIOUR MANAGEMENT Pocketbook









By Peter Hook  
& Andy Vass



Cartoons:  
Phil Hailstone

# Contents

---

			<u>Page</u>
	<b>Introduction</b>	A positive approach to managing behaviour, and the characteristics of effective teachers	7
	<b>Three Styles of Management</b>	Hostile and aggressive, best friend, tough care	19
	<b>Getting the Basics Right</b>	Influence v control, sanctions, rewards, seating, positioning, beginning and ending, good manners, invest to receive	29
	<b>Eight Core Principles</b>	Plan for good behaviour, separate the behaviour from the child, the language of choice, primary behaviours, trust & rapport, modelling behaviour, issues that count, reconnect	39
	<b>Ten Step Discipline Plan</b>	Catch them being good, positive cueing, proximity, casual questions, private directions, acknowledging & redirecting, rule reminders, choices, consequences, exit	61
	<b>Developing the Toolkit</b>	A wide range of skills, strategies and ideas to positively enhance behaviour management	77
	<b>A Framework to Underpin Practice (4Rs)</b>	Rights, responsibilities, rules & routines, choices & consequences, making it work/walking the talk	105
	<b>Reflective Summary</b>	Key features of effective behaviour management	121

---

# Why manage behaviour?



Although the answer seems obvious at one level, there are a number of goals which effective teachers seek to achieve. These include:

1. To create a climate where learning can flourish
2. To protect basic rights of safety, learning and respect
3. To set the boundaries in which children can feel successful and achieve
4. To teach children about socially appropriate and acceptable choices

To achieve these goals effectively it is vital that you also consider the *style* in which you achieve them. Effective teachers approach their behaviour management goals with a very positive attitude.



# A positive approach



The 'positive' part of positive behaviour management means that you are working to create interactions which allow you to teach children about socially appropriate behaviour at the same time as protecting dignity and self-esteem.

Key features of a positive approach are:

- An emphasis on positive rather than negative statements
- Regular and sustained use of praise and rewards
- Teaching children the social skills they need to be successful
- Redirecting children towards success rather than highlighting their mistakes

# A positive approach



## POSITIVE STYLE

*'Wayne, I need you to choose to face this way and listen. Thanks'*

*'Leon, remember to walk in the corridor. Thanks'*

*'Hands up to answer, Kylie. Thanks'*

*'Mike, stand still and wait your turn. Thanks'*

## NEGATIVE STYLE

*'Wayne, stop talking and pay attention'*

*'Oi! Stop running'*

*'Kylie, I've told you before, stop calling out'*

*'Mike, stop pushing or you'll go to the back'*

# Relationships are the key



Building positive relationships with children is at the heart of effective behaviour management. A strong relationship connects you to your children and without that connection your ability to influence and lead them is diminished.

Relationships can be enhanced by:

- Meeting and greeting children at the door
- Showing an interest in them as individuals
- Listening to their point of view
- Giving responsibility to children
- Maintaining their dignity and self-esteem even when correcting them
- Treating them with the same level of respect that you believe you are due



# Relationships are the key



If you say something often enough you end up believing it's true!

It is common practice in education to talk about 'delivering the curriculum'. Potentially this is a misleading and dangerous phrase. Learning is not something which can be 'delivered' as if it is an object like a newspaper or a pint of milk.

Learning has always occurred most naturally and therefore most effectively through the interactions between people. It happens through dialogue and relationships.

Effective teachers teach not only the formal curriculum but also social and emotional skills too.

*"Your success as an educator is more dependent on positive, caring, trustworthy relationships than on any skill idea, tip or tool"*

**Professor Eric Jensen**

# About effective teachers



Teachers who manage behaviour well share the following characteristics:





# Realistic beliefs



Effective teachers come in all shapes, sizes and personalities. However, they all share certain realistic beliefs.

They understand that they cannot **control** the behaviour of children. Instead they seek to **influence** children's behaviour in these and many other ways:

- Building positive relationships
- Setting clear agendas
- Holding high expectations
- Being consistent

They also recognise that when that influence occasionally fails, they then **manage** the choices that children make. They do this by following through with the clearly defined consequences that logically follow choice.

# Realistic beliefs



---

**A**

Antecedents

**B**

Behaviour

**C**

Consequences



You will be most effective when you focus your attention and energy on the areas over which you have most influence – antecedents and consequences. This means building relationships and using preventative strategies followed by the consistent use of logical consequences.

# About the authors



## Peter Hook



Peter is one of the foremost trainers in behaviour management in the UK. He has developed a national reputation for inspirational and empowering workshops and has worked with over 800 schools, Local Authorities, Educational Services, Connexions Teams and PGCE courses in the past few years. He is both a Member of the Society of Education Consultants and an Affiliate Member of the Chartered Institute of Personnel Development.

Peter has been a consultant to both the DfE and TTA on behaviour management and was responsible for producing the training module for Teaching Assistants launched by the DfE in September 2000. He contributed also to the Key Stage 3 Strategy and is co-author of *'The Coaching & Reflecting Pocketbook'*, *'Confident Classroom Leadership'*, *'Creating Winning Classrooms'* and *'Teaching With Influence'*.

With around 30 years' teaching experience, Peter still regularly works in schools to ensure that the wealth of highly practical strategies he teaches are tested and successful in the reality of today's classrooms.

Peter can be contacted by email: [peter@peter-hook.co.uk](mailto:peter@peter-hook.co.uk)  
or website: [www.peterhookassociates.co.uk](http://www.peterhookassociates.co.uk)

# About the authors



## Andy Vass



Andy has been described by the TES as *'one of the leading trainers in the UK today'*. He has been in education for 35 years and now provides training and coaching to schools, LAs and other organisations both nationally and internationally.

His focus is on empowering staff to build emotionally intelligent learning cultures through excellent communication skills and influential behaviours.

His work and ideas have contributed to National Behaviour Strategy and

his reputation is

for delivering inspirational, entertaining and hugely practical programmes.

Andy holds postgraduate qualifications in positive psychology, psychotherapy and executive coaching. He has pioneered solution focused approaches and written seven books.

Co-author of *'The Coaching & Reflecting Pocketbook'*, *'Confident Classroom Leadership'*, *'Creating Winning Classrooms'*, *'Teaching with Influence'* and *'Strategies to Close the Learning Gap'*. Sole author of *'Coaching & Mentoring for Leaders'*.

Contact Andy on [andy@andyvass.net](mailto:andy@andyvass.net) and view resources and products on [www.andyvass.net](http://www.andyvass.net)