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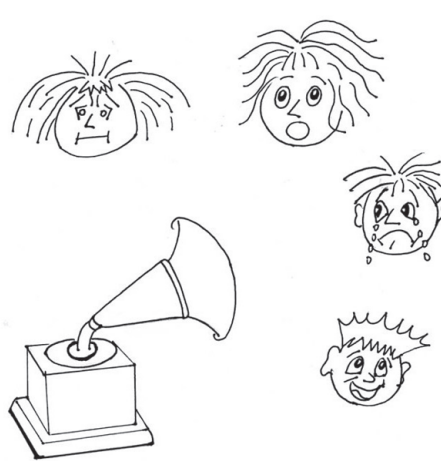
Teachers'/Practitioners' Management Strategies





Resource: 'Your Behaviour'	
Explanation	
<p>'Do as I do, not as I say' is a phrase often used by adults. Children, as we know, mimic adult and peer behaviour which is why it is important that we model the behaviour that we want to see from the children in our settings. There are so many signals we give without even speaking; we tell children how we are feeling with our body language. If you present yourself in a way that suggests you are closed to interaction, a child is unlikely to respond to you in a positive way and may, in turn, present with poor behaviour.</p> <p>You can also have a positive impact on the behaviour of the children in your class with your behaviour and how you present yourself. If you use eye contact with the children and concentrate on displaying encouraging and positive body language, children will feel more comfortable and safe and their behaviour will reflect this.</p>	
Case Study	
<p>Miss Chahal was having a terrible day; she had had a late night, could not find her keys as she left the house, and had a cold starting. She arrived at school feeling like she should have stayed in bed. The morning was awful – Miss Chahal found the children in her Year 1 class destructive, unreceptive and unfocused.</p> <p>That afternoon, Miss Chahal decided to enter the classroom with an awareness of her body language, her manner with the children and her attitude. Being conscious about the way she was behaving, she found the rest of the day to be a much more pleasurable experience and the children to be far more manageable and tolerant. The classroom was a calmer, happier place to be and, as a result, the children were far more focused on their work and behavioural incidents were reduced significantly.</p>	
Handy Hints	Adaptations
<ul style="list-style-type: none"> • If a child is making you feel cross, turn away and count to 10. Approach the child with a calm voice and manner after 'your' brief time out. • Keep a sweet treat in the classroom. When we need calories we can be more susceptible to losing our temper. This is a good quick fix! • Leave your problems at the door – children should not be aware of any personal problems you may be having. It is not their fault and they should not be exposed to issues you have outside of the classroom. 	<p>You may need to modify the way you behave with the children depending on whether you are indoors or out. Try to maintain consistency in strategies you use wherever possible and the way you present yourself to the children.</p> <p>If you are taking the children on a trip, make sure that expectations are made clear before leaving. The children are then prepared for the trip and your behaviour management strategies which may differ away from the setting.</p>
Questions for Consideration	
Linked Resources	
<p>Your Voice – See page 11</p> <p>Personal Mindset – See page 9</p> <p>Humour – See page 14</p>	


Resource: 'Personal Mindset'	
Explanation Every practitioners'/teachers' mindset affects the way that they think about behaviour. If you are asked to think about the word 'behaviour' what examples of behaviour immediately come to mind? <i>Kicking? Swearing? Fidgeting? Laziness? Telling tales?</i> How many of you considered behaviours which we would <i>like</i> to see in children? <i>Politeness? Honesty? Sharing? Friendship? Turn taking?</i> If your mindset is negative then you are more likely to pick up on these behaviours in your setting; if your mindset is more positive then it is likely that you will not only promote these behaviours but will also use more positive strategies to reward children for their positive behaviour.	
Handy Hints <ul style="list-style-type: none"> • Avoid going into your setting each day thinking that the children you work with are going to be badly behaved – think positive! • 'Look for the good' – make a point of highlighting to others the positive behaviours of children in your setting as and when they become apparent. • <i>Believe</i> that the children you work with are well behaved and tell them this – encourage them to strive to meet your positive expectations. • Say 'Positive! Positive!' five times before you start a session – you will be amazed at the effect it can have on your children and your teaching/practice. 	
Advantages <ul style="list-style-type: none"> • This resource costs absolutely nothing! • A positive mindset can make a <i>real</i> difference in your setting. • Promoting a positive mindset in children can influence their behaviour and their academic work for the better. • A positive mindset is good for your own personal health and well-being. • Children respond well to teachers/practitioners who have a positive mindset. 	Adaptations Encourage older children to develop a positive personal mindset in relation to their behaviour and their academic work/achievements. Verbalize your thoughts to children about your personal mindset so that they are aware of what you are thinking. Support parents in helping them to develop a positive mindset when dealing with behavioural difficulties at home.
Questions for Consideration How often do you go into your setting believing that you are not going to have any behavioural difficulties to deal with that day? Which parents of children in your setting do you think would benefit from support in developing a positive mindset in response to their child's behaviour at home?	
Linked Resources Your Face – See page 13 Body Language – See page 10	


Resource: 'Body Language'	
Explanation A powerful resource which you have your parents to thank for is your body; this can be used in a variety of ways to effectively manage children's behaviour in the setting. The way that you stand, the way that you sit, the way that you move around the children, and the way you 'hold' your body (slouched, upright, rigid, relaxed) elicits strong messages about who you are and what you expect in terms of the behaviours from the children you work with. Those of you who stand tall, use simple hand actions to gain attention (a click of the fingers; a clap of the hands; a wiggle of the fingers), and those of you who move with purpose and command will help to present a confident practitioner/teacher who expects good behaviour from their children.	
Handy Hints <ul style="list-style-type: none"> • Use different parts of your body to elicit different messages, e.g. a raised eyebrow for surprise; a warm smile for praise and acknowledgement of a positive behaviour. • Avoid folding your arms – whilst this might be comfortable, it creates a 'barrier' between you and the children. • When you sit on a chair, sit near the edge of the seat so that your back is away from the chair – this presents someone who is in control and ready. • Moving closer to a child who is doing something inappropriate always has a positive effect; by doing this you step into their personal space and the child becomes uncomfortable, stopping whatever they are doing to see why you have come over to them. This will then have effectively stopped the inappropriate behaviour! 	
Advantages <ul style="list-style-type: none"> • Using your body costs absolutely nothing (apart from the clothes that you have to wear to cover up your body!). • Body language communicates about 60–70% of any message that is given by someone; it is a powerful way of sharing approval and concern over children's behaviour. • Young children need to learn about non-verbal as well as verbal communication; using this strategy will help them with their development of 'reading' different forms of communication. 	Adaptations Think about your body posture, your gestures, your eye movements and your facial expressions – adapting these for different children will elicit a wealth of different messages for children to interpret and respond to. Using verbal messages, e.g. commands, requests, questions and statements will add to the impact of your body language; consider adding these when you are using your practitioner/teacher 'glare'!
Questions for Consideration How might you use body language to convey the message 'I think you are trying really hard'? What about 'I hope you are going to pick that toy off the ground'? How might you say 'That was a very kind thing to do' without using speech?	
Linked Resources Your Face – See page 13 Your Behaviour – See page 8	

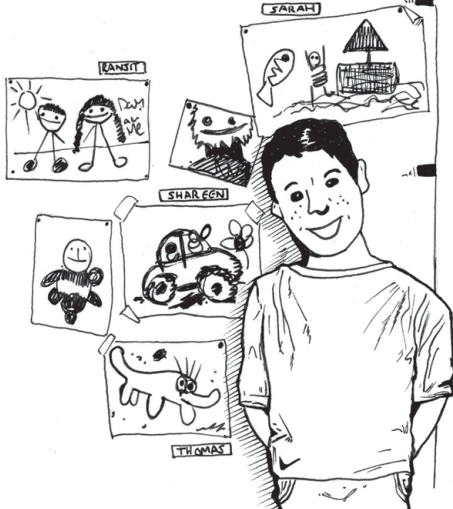
Resource: 'Your Voice'	
Explanation	
<p>The impact your voice has on a group of children is immeasurable. By using your voice as a management tool, you can affect the atmosphere in your setting. For maximum effectiveness, a practitioner/teacher should try to use and vary the following six elements of their voice: tone, pitch, rhythm, timbre, loudness and inflection. Children will become bored and will learn less with a teacher who does not modulate their voice.</p> <p>It is important that you adapt your voice in order to guide and support children effectively. It should not however be assumed that your voice is only used to manage behaviour; your voice can also be used to encourage children. If a voice has quality and liveliness, children can be motivated to participate and learn; and a quiet calm voice can be used to settle the children if they are highly strung. By altering the tone of your voice in your setting, you can easily influence the attitude and mood of children. Your voice is an essential 'tool of your trade'.</p>	
Handy Hints	
<ul style="list-style-type: none"> • Teachers should avoid raising their voices to manage behaviour; this can unsettle children and in the long term be ineffective. • Bad behaviour can come from the improper use of a voice. Always consider the tone that you are using with the children. • Your voice can also be used as a valuable reward strategy. By altering the tone of your voice, you can positively reinforce good behaviour. • Use your voice to give the children choice, not to assert power. • Volume control – remember that if you use a loud voice, the children will copy. 	
Advantages	Adaptations
<ul style="list-style-type: none"> • It is a strategy that can be taken anywhere you and the children go. • By using your voice in a positive, calm and assertive manner, you can remain calm and the children respond positively. • The voice can be used in so many different ways to manage behaviour in your setting, e.g. through direction, explanation, praise, criticism, advice, support, maintaining interest and motivating the class. 	<p>You can adapt this strategy for older children by accompanying your voice with typed instructions, countdowns, and recognition of good behaviour by pre-recording messages for children and either e-mailing the messages or displaying them on an interactive whiteboard.</p> <p>Use visual cues with your voice in SEN settings so that children are aware of how you are using your voice, if they are unable to hear or struggle to recognize the changes in tone.</p>
Questions for Consideration	
<p>How could you support the children in using their own voices to manage problems with their peers?</p> <p>Consider this... A child is found taking things from another child's bag. Practise the tone you would use in this instance and what you would say to the child.</p>	
Linked Resources	
<p>Your Face – See page 13</p> <p>Your Behaviour – See page 8</p>	

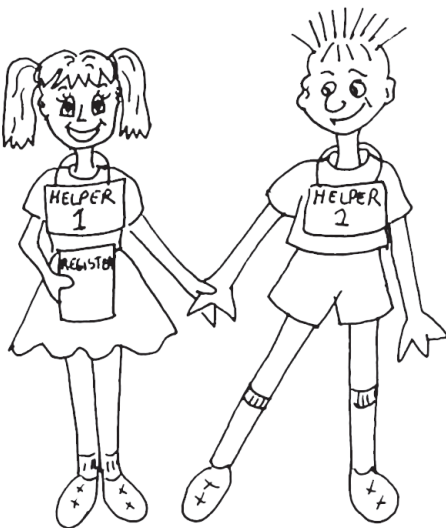
Resource: 'Positive Praise' (Helen Wilson)	
Explanation This is the cheapest and one of the most effective resources available to you for promoting positive behaviour in young children. Most children respond well to praise and encouragement and this strategy, if used well, is very powerful in promoting positive behaviour. If you use praise effectively and appropriately, children are much more likely to demonstrate positive behaviour. On the other hand, if a child displays negative behaviour and you ignore the behaviour and concentrate on positive things that they have done, they are far more likely to repeat the positive behaviour than the inappropriate behaviour. By using clear, concise and specific words that clearly voice your approval, the child is more likely to model the behaviour you want to see.	
Handy Hints <ul style="list-style-type: none"> • Make sure praise is 'sincere'. • Remember to praise the action not the child! For example, say 'That was a very kind thing that you did picking Sam's coat up' rather than 'Oh, you are good!' • Use 'You' Messages instead of 'I' Messages; when praising a child, say, 'You did that all by yourself' instead of saying, 'I like the way you did that'. A 'you' message teaches children to have pride in themselves and to own their actions, ensuring they focus on what they can do for themselves. • It's important not to give praise that focuses on the end product, but that instead focuses on the effort the child has made throughout the process. 	
Advantages <ul style="list-style-type: none"> • Praising the child for trying their best to accomplish tasks gives them incentive and drive to continue to strive for the best that they can be. It also teaches the children to feel proud of themselves. • It is a totally free resource that we can all use in our settings. • It makes you, the practitioner, feel good, as well as the child. 	Adaptations If a child is demonstrating unwanted behaviour, praise a child nearby who is demonstrating a positive behaviour. The shift of focus of your attention will often result in a positive change in the behaviour of the child who is misbehaving. Change from focusing on the negative behaviour to celebrating the positive by actively praising children – you will see a difference!
Questions for Consideration How often do you praise a child in comparison to identifying negative behaviours? Are you aware of all the ways you can praise effectively?	
Linked Resources Your Behaviour – See page 8 Teaching Assistants – See page 41 Midday Supervisors – See page 43	

Resource: 'Your Face'	
Explanation	
<p>You can say a thousand words without speaking and often non-verbal communication can be more effective than words, especially with young children. It is important that you use your face to encourage, warn, support and engage the children in your setting. It is equally important that you have control of your expressions and are aware of the emotions you are conveying to the children.</p> <p>By using expression, you can send signals that help to reinforce positive behaviour. This is not only an effective strategy to manage behaviour, it is also a mode of communication that improves the relationship between practitioner/teacher and child by allowing non-verbal understanding.</p> <p>Eye contact is a vital form of communication – practitioners/teachers who make eye contact open the flow of communication and convey interest, concern, warmth and credibility.</p>	
Handy Hints	
<ul style="list-style-type: none"> • Children in your setting who speak EAL (English as an Additional Language) rely heavily on your facial expressions to 'read' a situation. With these children, you may want to over-emphasize and simplify instructions to support their understanding. • Use lots of face cream! As a teacher, you will be using your face more so than in other professions (bar actors), and you want to try to prevent those crow's feet for as long as you can. • Stand in front of a mirror and practise facial expressions you use in the class to warn, discipline and praise children. Do you think that you clearly convey the emotion you are trying to? • Remember that facial expressions are related to emotions and so can quite often be involuntary – try to remember this. It is important that you are in control of your expressions. 	
Advantages	Examples of Emotions that Can Be Conveyed Through Facial Expressions
<ul style="list-style-type: none"> • By using facial expressions, you can protect your voice which can easily become strained and overworked in an educational setting. • By using your face instead of your voice you can maintain a quieter, calmer setting. • This is a strategy that needs no resourcing and can be very effective. • The children learn to read your facial expressions and will respond more quickly to them the more you use them. • Smiling is a vital form of non-verbal communication that transmits happiness, approval, warmth, friendliness and affiliation. 	<ul style="list-style-type: none"> • Anger • Confusion • Excitement • Happiness • Sadness • Pride • Contempt • Frustration • Surprise • Worry • Disappointment
Questions for Consideration	
<p>Next time a child in your setting disturbs teaching with low-level disruptive behaviour, how would you manage this – using your voice as little as possible?</p> <p>What do you look like when you are trying to warn and praise a child?</p>	
Linked Resources	
<p>Your Voice – See page 11</p> <p>Your Behaviour – See page 8</p> <p>Body Language – See page 10</p>	

Resource: 'Humour'	
Case Study	
<p>The children in Miss MacFarlane's class were finding phonics very dull. They were bored with learning the same old phonemes and no matter how she tried to 'dress it up', the children knew they were repeating work that they had done before.</p> <p>Miss MacFarlane had an idea – she set up the phonics activity as normal but told the children that depending on the score they got, they would play forfeits. If they managed to identify all the sounds correctly and spell the words she called out, then she would have to carry out a forfeit; if not then the whole class would have to carry out the forfeit. The children won (of course!) so Miss MacFarlane stood by her word and danced the Macarena much to the children's delight. Humour can be used to enhance children's experiences in subjects they might otherwise find challenging or boring. If a child enjoys a lesson, they are more likely to approach the same subject with a more positive attitude next time. When children enjoy learning, they will present better behaviour and are also more likely to retain what they learn and be able to reapply it in subsequent lessons.</p>	
Handy Hints	
<ul style="list-style-type: none"> • By laughing at yourself and encouraging children to do the same you create a friendly environment that facilitates learning. • Give the children ownership of forfeits by offering choices. • Remember not to use the children as the point of humour unless they initiate it, as this can be damaging. • Only use humour at appropriate times. • Make sure that you can 'pull the children back' – the last thing you want is the class out of control and unable to do their activities. • Make sure the humour is not too advanced for the children – irony or sarcasm is not appropriate for younger children or children with SEN. 	
Advantages	Adaptations
<ul style="list-style-type: none"> • The children are motivated to learn. • They will enjoy activities and lessons more. • It is fun for you to teach and rewarding to see the children enjoying themselves. • It takes fewer muscles to smile than it does to frown. If you're not careful working with children can create wrinkles! • Children are less likely to misbehave if they are happy and engaged in their learning. 	<p>In nursery settings, you could use puppets to praise children who are making good choices and showing positive behaviour. You could also ask a member of staff to dress up in a costume and praise children who are behaving well.</p> <p>With older children, you can use more sophisticated humour such as irony. However, it is important that you do not ridicule the children.</p>
Questions for Consideration	
<p>Do you think that humour is a preventative form of behaviour management? Can it be used to tackle incidents?</p> <p>How could you use humour to model good behaviour without ridiculing the children?</p>	
Linked Resources	
<p>Your Voice – See page 11</p> <p>Your Face – See page 13</p>	

Resource: 'Clothing'	
Explanation The clothing that you wear in your work setting says a lot about who you are as a human being and as a professional – those of you who 'power dress' by wearing suits emphasize traits such as organization, strength and control; those of you who adopt a more 'casual' attire convey a more relaxed and easy-going disposition. The clothes that you wear for work every day give out both implicit and explicit messages about how you feel, how you teach and how you expect children to behave in your setting; the colour, style and presentation of your clothing can have a real impact on the behaviours that children in your setting exhibit.	
Handy Hints <ul style="list-style-type: none"> • Avoid clothing with derogatory phrases or quirky sayings which children might be able to read and misinterpret. • Ensure that the clothing you wear is clean and freshly laundered – young children are not afraid to tell you when your clothing is dirty or 'smelly'! • Wear clothing which allows you to move freely and represents your personality; bright and colourful clothing suggests to the children someone who is happy and confident and caring; dark, dull colours suggest someone who is strict, unapproachable and unsympathetic. • Ascertain whether there is a written or an 'unwritten' policy about the kinds of clothing that you should wear in your setting – do parents, carers and students know about this when they come to support you and the children? 	
Advantages <ul style="list-style-type: none"> • From the moment children see your clothing, they instantly pick up on 'whether you mean business' or not; clothing has an immediate impact on behaviour. • The way you dress impacts on the kinds of behaviours you will experience in the setting. • If you want to change children's behaviour overnight, consider changing your outfit – it really works! 	Adaptations Due to the nature of practice in early years settings, a casual attitude towards clothing helps to replicate the relaxed and 'free flow' approach to learning and teaching in these learning environments. For practitioners/teachers working with older children, smart clothing such as shirts, blouses, jumpers and ties help to emphasize a firm attitude towards positive learning, teaching and behaviour.
Questions for Consideration What messages do you think your clothing gives to children about you as a person and you as a professional? How might you change your clothing to emphasize a stronger position on positive behaviour in your setting?	
Linked Resources Your Face – See page 13 Personal Mindset – See page 9	

Resource: 'Displays'	
Explanation The displays that you have in your setting can be a useful resource to manage children's behaviour. The focus of the display, the colours used to create the display, and what is actually displayed on the board can influence the behaviours of the children you work with. We have found that children are likely to demonstrate positive behaviours, in terms of developing a sense of pride in their environment and building up collaborative behaviours, when they have a say in what the focus of the display is, the colours which are used to back the board and mount the work, and whose work is displayed on the board. Let children make collaborative decisions about the displays in your setting and you will be amazed at how much they care about their displays and the positive behaviours this yields.	
Handy Hints <ul style="list-style-type: none"> • Displays can have an area of learning (early years) or subject focus (primary) or can be designed to promote positive behaviours, e.g. sticker charts, children's names on the 'Sun' and 'Cloud', or the 'Kindness Tree'. • Think about when it would be a good time to change the displays in your setting so that they continue to have a positive effect on the children you work with. • Support children in mounting and labelling their work; let them make the decisions as to how it is arranged on the display (after all, it is their work!). • Strive to ensure that every child has made some contribution to each display so that they feel valued. 	
Advantages <ul style="list-style-type: none"> • Displays are a very visual way of exhibiting the achievements of children in the setting, both in terms of their behaviours and in terms of their learning. • Children will develop a vested interest in their environment if they are allowed to make decisions about how their working environment is going to look. • Using displays to track the positive behaviours of children in the setting promotes healthy competition and a keenness to behave well. 	Adaptations Use displays to respond to the needs and interests of the children, e.g. a space theme for boys (each time they are noted as behaving well, their 'spaceship' moves one step closer to reaching the moon) or a princess display for the girls (each time they are noted as behaving well, the princess has another jewel added to her tiara). For older children, encourage them to write and present the labels which accompany the work on the displays so that others are informed of what the learning is around the work displayed.
Questions for Consideration Which display board in your setting is currently in need of being changed? What could it be changed to to display and promote positive behaviours in your setting? What opportunities are there for you to get the children you work with to collaborate on a display?	
Linked Resources SMARTC Target Board – See page 53 Behaviour Targets – See page 55	

Resource: 'Special Helper Role'	
Explanation Children love responsibility; it helps them feel valued and important. In your setting, do you find that children are always asking if they can help you in some way? They want to please you, help you, to be acknowledged. By naming the children as special helpers, you can ensure that one or two children every day are being recognized for work or behaviour from the previous day by being assigned the title of 'Special Helper'. These children can take registers, sharpen pencils, hand out books, etc. – the list of jobs you assign to the special helpers can be appropriate to you and your setting. For the whole day, they are exclusively responsible for the set of jobs you have assigned to them and for ensuring that they complete these tasks.	
Handy Hints <ul style="list-style-type: none"> • Give the 'Special Helpers' chairs to sit on – this will make them feel even more valued and give their responsibilities more importance. • Make the special helpers a badge that they can wear so that everyone knows they have been chosen to be the 'Special Helper'. • Put up a list of responsibilities – use photographs/pictures if the children struggle to read the list so that they know what is expected of them for their day. • Make a certificate or personalized sticker for the children to wear or take home so parents and carers are aware that they were chosen to be the 'Special Helper' that day. 	
Advantages <ul style="list-style-type: none"> • Children will not be asking to help you all the time as they know only the 'Special Helpers' can do the jobs. • It saves you and your support staff time by ensuring that small jobs are taken care of by the children. • The children have ownership of the jobs, they are responsible and, in turn, develop a level of independence. • The roles provide classroom routine which ensure the children know what to expect from day to day. 	Adaptations This strategy could be adapted for older children by allowing them to develop and enforce a set of 'promises' with clear rewards and sanctions that the children could be made responsible for. Younger children can be given the role of 'Teacher Helper'. They might be called upon throughout the day to complete tasks alongside the teacher rather than follow a list.
Questions for Consideration What roles would you assign to the children in your setting? How can you ensure that the children are completing the jobs?	
Linked Resources Peer Mediators – See page 44 Setting Routines – See page 63	



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Teachers/Practitioners and Child Management Resources

