



How effective classroom routines impact on behaviour



CENTRAL LEARNING
PARTNERSHIP TRUST



Aims of the session

- Understand what impact school staff have on pupils lives.
- Know how emotional needs impact on engagement with learning
- Understand how relationships contribute towards behaviour
- Understand the importance of mutual respect
- Learn some effective, easy classroom routines to develop positive behaviours for learning

Consistent Classroom Routines

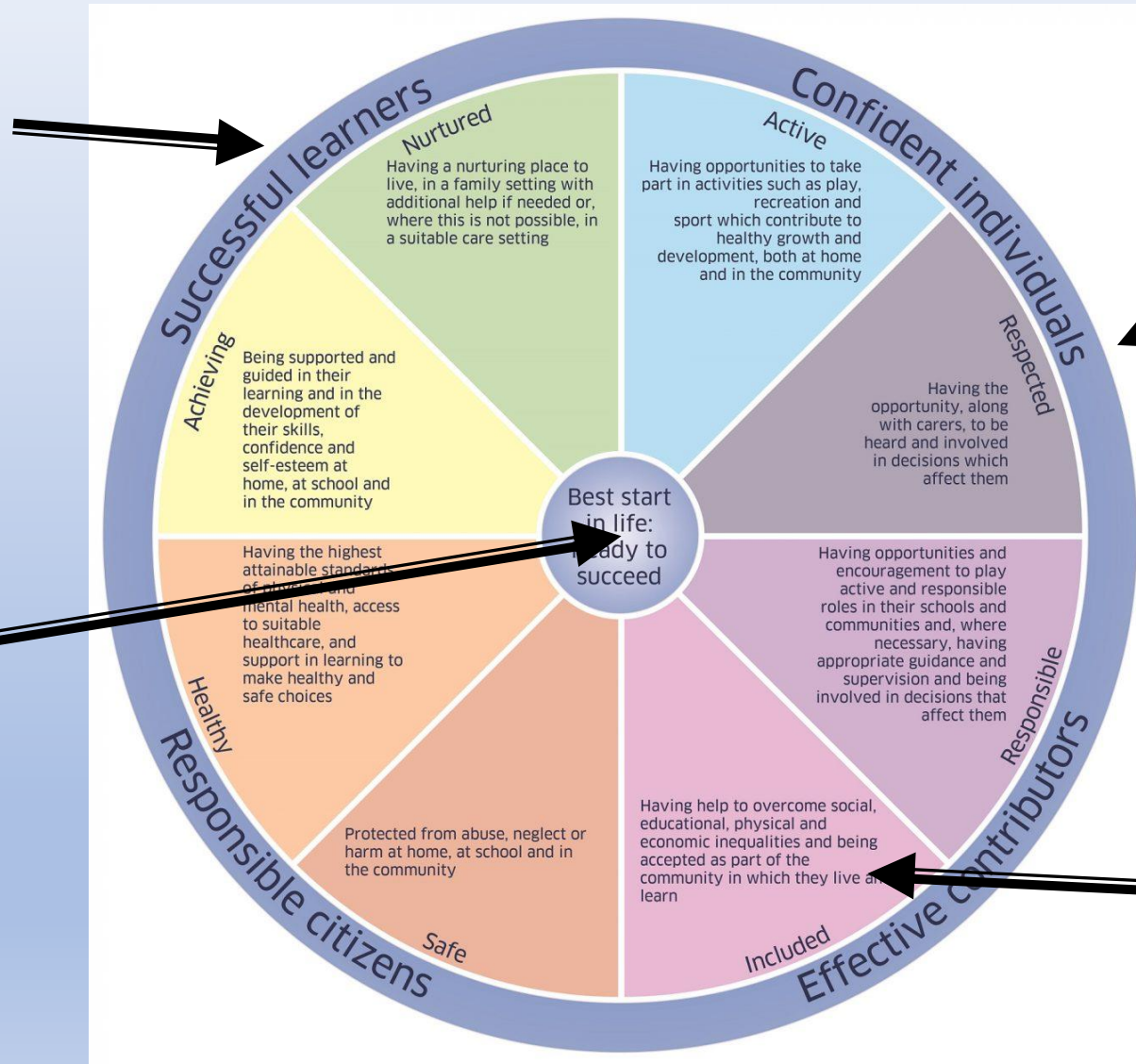
“Your classroom routines are the cogs at the centre of your classroom practice. Deftly performed they deeply affect the behaviour of the class. Miss them out and everything appears unplanned, improvised and wobbly. Your core routines are touch points for the lesson that all students recognise and expect. They might address common behavioural issues, calm proceedings when things get chaotic or refocus everyone on the learning in an instant”.

Paul Dix – When the adults change everything changes

What an impact we can have...

Consider their home life, background. Pupils need love, warmth and care before they learn. After all...isn't that why we do this job? Because we want to impact positively on the lives of young people?

Due to many circumstances, parents cannot always meet these needs, therefore they need us!!!



They need to feel respected by the teacher. Will they respect you, if you don't respect them?

Every child deserves an equal offer, regardless of their ability, ethnicity, gender or economic status

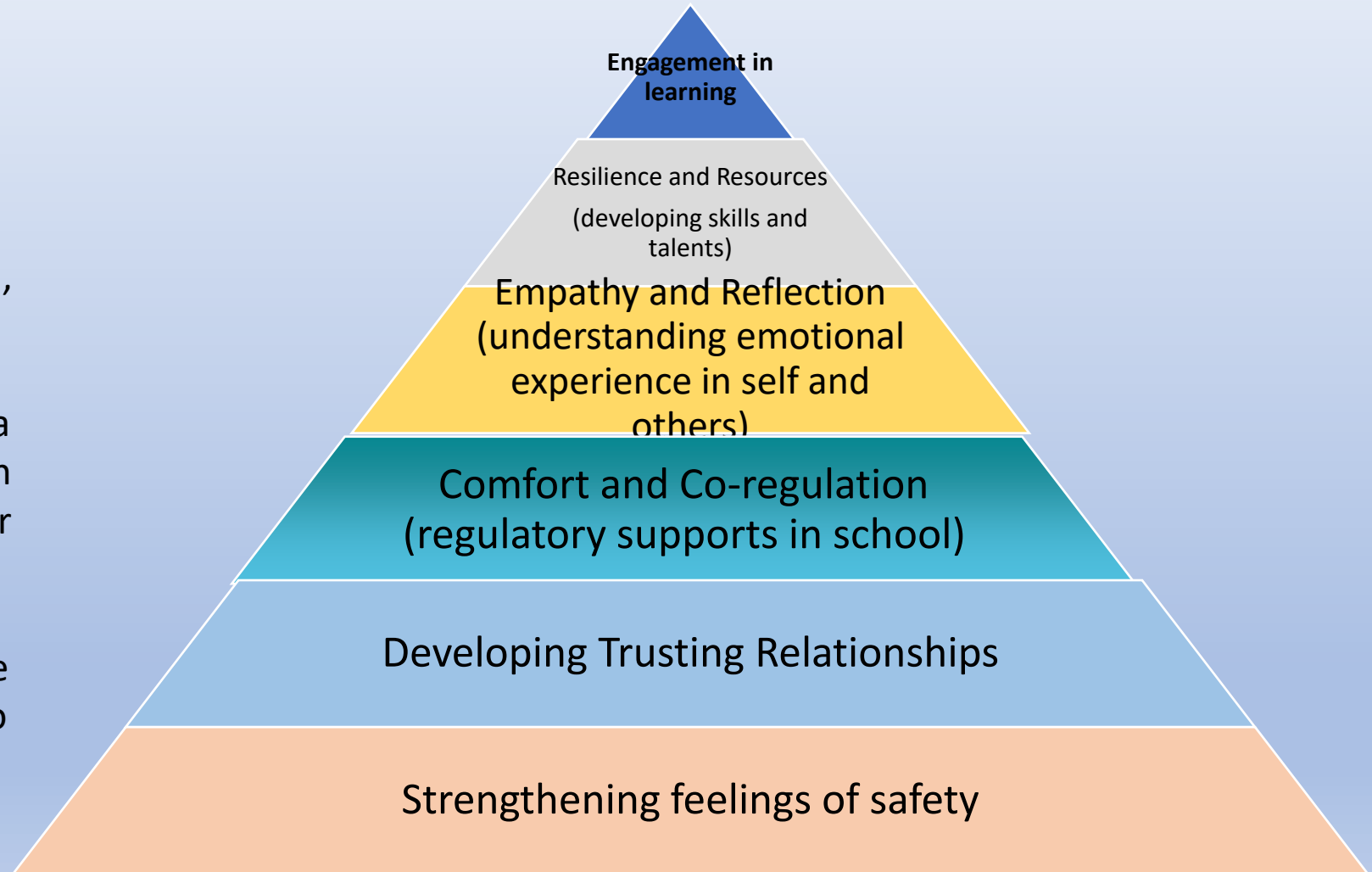
Emotional Needs of Pupils

Based on Golding and Hughes
Pyramid of Need

A model to understand and address children's needs based on their social, emotional and developmental stage

Each part of the pyramid represents a child's needs and potential for growth at any given point with the support or scaffolding of a trusted adult.

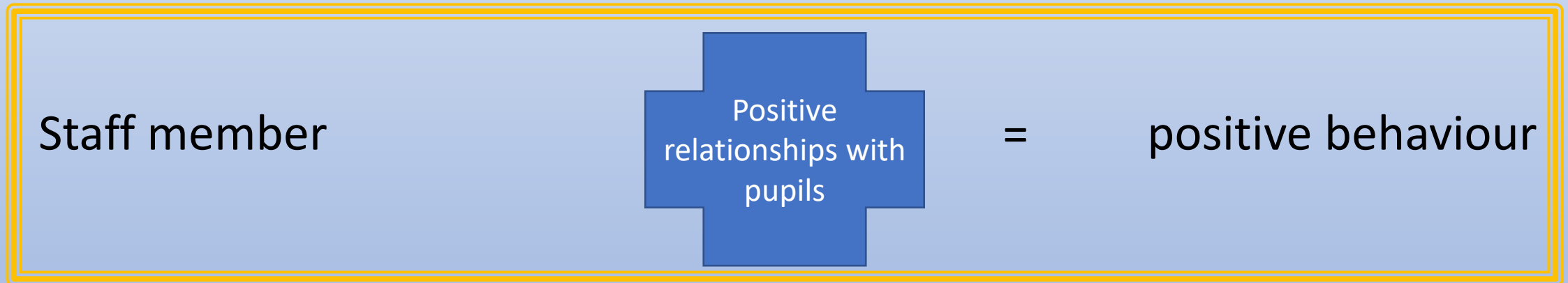
Every moment and interaction can be an intervention and has the power to be therapeutic



Relationships are key!!



Research show that there is a link between relationships and behaviour.



How can you build relationships?



If you show genuine care and interest towards the children, you will build mutual respect and this will positively impact the climate of your classroom

Mutual Respect



Times have changed...society has changed.

Who remembers... “you must respect your elders” ? Everyone did

We **MUST** earn respect from pupils if we want our classroom to be a positive climate for learning, teaching and behaviour.

Gaining mutual respect...I don't think so

"Sit down, shut up and get on now or you will lose you playtime. I'm sick of telling you over and over again, it's always you, never anybody else. Does you mum need to come and sit with you to complete your work and embarrass you in front of all of your friends"

(teacher to a Y2 child)

"Did I ask for that? No I did not. The last time I came here you got it wrong and now you have again. Are you stupid or what?"

"I would appreciate it you didn't speak to me like that"

"I can speak to you however I want, I'm the customer, I am always right, you better get this sorted quick!"

(customer and waitress)

- How would you feel as the child or the waitress?
- What is this going to achieve?

How to gain mutual respect

- We've all heard the famous saying "treat others how we would want to be treated".
- Treat all pupils the same- be consistent.
- Be fair! As adults we all like fairness- children are no different.
- Stay calm and don't overreact- shouting achieves very little.
- Be a role model of respect. You cannot demand respect, it must be earned.
- If a pupil is upset or angry, give them time. Then discuss what happened... not what they did. Never say "When you ... I didn't like it" "When ... happened, I was worried someone would get hurt"



Greeting in a morning- sound simple? It is

- Saying good morning at the door to every single child is SO IMPORTANT. Some teachers/ support staff:
 - greet with a “hello” and a smile
 - a hug
 - a handshake
 - A high 5
- This looks different in different classrooms but MUST be done as it is a way of the child feeling valued in a 1:1 situation.
- It also allows the class team to identify the mood of every child. This is KEY as any potential issues can be identified and picked up at this point.
- Although we know attendance/ punctuality is important, any late pupils MUST still be greeted into the classroom as all of the other children. Never be tempted to say “why are you late again?”, “thanks for joining us eventually” ... it usually isn’t the child’s fault that they are late

Seating Plans- sound simple? It is

- The use of seating plans in the classroom supports teachers in their overall management of the classroom and further supports pupils learning.
- A well thought out and considered seating arrangement should take into consideration the layout of the classroom, groupings of students and their inclusion data to create the optimum learning environment.
- Benefits of seating arrangements include:
 - Improved classroom management
 - Well-behaved students
 - Students' individual needs catered for
 - A classroom that reflects a teacher's teaching style
 - Safe and accessible classroom environment

Seating Plans- Improved classroom management and behaviour

- Effective classroom management is more complex than just creating a seating arrangement for your pupils, but they are identified as one of the core pillars of good classroom management.
- Classroom seating plans allow teachers to exert a level of control over their pupils. By constructing their classroom and making informed decisions on where their pupils sit, they can take actions to solve problems before they occur - for example, not seating two chatty best friends next to each other or placing the student who has a hearing impairment at the back of the class.
- Additionally, assigning seats to your pupils can set the tone that you are the teacher and in control as soon as they set foot in class.
- Consider the layout of tables, mini horse shoes can be the most effective but the least effective too. It all depends which pupils are together. Are they all going to chat together purposefully or will they sit and pull faces at each other? Seating arrangements are (carpet and/or tables) can be a major contributor to the make or break of the behaviour in your class.

Routines in the classroom

- Pupils need routines and structures in class to support their behaviour and expected behaviours for learning.

- Strategies must be used to gain attention of all pupils.

My personal preference is 3 empty hands, 2 voices off, 1 magnet eyes. This ensures pupils know what each individual expectation is.

Never ever teach unless all pupils are engaged and ready.

- Voice levels- Pupils need to have a good understanding of voice levels in different environments. Independent work should be done in silence.

- Pupils moving around the classroom unnecessarily- rules and routines in place.

Queuing for work to be marked (we will all get our steps in if we use helicopter marking) ...toileting in lesson...why do pupils normally do this? Distraction techniques...when one goes...they all want to go...think about fairness

Routines in the classroom



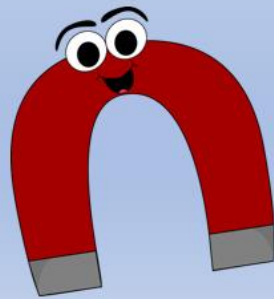
3 empty hands



2 voices off



1 magnet eyes



voice levels



- 0** SILENCE IS GOLDEN: Absolute silence. No one is talking.
- 1** SPY TALK: Whispering. Only one person can hear you.
- 2** LOW FLOW: Small group work. Only your group can hear you.
- 3** FORMAL NORMAL: Normal conversation voice.
- 4** LOUD CROWD: Presenting voice. Everyone can hear you.
- 5** OUT OF CONTROL: Outside voice. Never used inside.



Take aways from this session

- What did you know already but have maybe “forgotten” due to spinning lots of other primary school plates.
- What will you implement tomorrow morning?
- Which strategy will have the biggest impact on the behaviours for learning in your