

CHAPTER 14 TEACHING FOR PROMOTING POSITIVE BEHAVIOUR

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INTRODUCTION

By considering and applying techniques to create an effective learning environment as detailed in chapter 12, pupils will spend less time off-task and the lesson will be well organised. This may help but will not necessarily prevent poor behaviour from occurring. We all know that pupils are complex individuals and can disrupt lessons and demonstrate poor behaviour for a variety of reasons which may be triggered by a range of circumstances. It is therefore important that you are aware of, well practiced in and can reflect upon teaching strategies which can promote positive behaviour within physical education lessons. Pupils who demonstrate positive behaviour within a physical education lesson not only learn more effectively, develop positive relationships with others and grow in confidence but also promote teacher well-being, raise teacher confidence and revitalise even the most experienced of practitioners. Positive behaviour does not happen by chance; it relies upon effective and appropriate planning (see Chapter 5), good organisation and classroom management (see Chapter 12), knowing your pupils so that you can provide an inclusive schooling approach (Chapter 15) and developing emotional literacy which promotes both teacher and pupil well-being. Your ability to manage, interact and develop positive relationships with the pupils not only promotes positive behaviour but also enhances pupil learning.

One positive approach to behaviour management is called ‘behaviour2learn’ (www.behaviour2learn.co.uk) (formally known as ‘behaviour for learning’; see Garner, 2005 and www.nationalarchives.gov.uk for further information). This emphasises the crucial link between the way in which pupils learn and their social knowledge and behaviour. It recognises that behaviour in classrooms and social settings does not occur in isolation, but is the product of a variety of influences and relationships. There are a number of other well-established theoretical positions and more recent approaches which seek to address the challenges of managing behaviour within the today’s classrooms. These are outlined in the further reading section at the end of this chapter.

Your ability to promote positive behaviour and understand effective management develops as you gain experience, develop positive relationships with pupils and practice a variety of positive behaviour promoting strategies. It should be remembered that teacher well-being goes hand in glove with pupil well-being. It is therefore important to develop your own resilience to create an enjoyable and effective working life alongside a reflective approach to both the successes and areas for development that you need to pursue.

Draft May 2014

By the end of this chapter you should be able to:

- Know how to establish and maintain a learning environment and lesson climate which promotes positive behaviour
- Understand the importance of school and department policies and practices for promoting positive behaviour
- Appreciate the need for rules, rewards and consequences
- Know how to develop relationships that support teaching for positive behaviour.

DEVELOPING A LEARNING ENVIRONMENT THAT PROMOTES POSITIVE BEHAVIOUR

A lesson with an effective learning environment has a positive climate (Capel and Whitehead 2010: 103) and helps lead to positive pupil behaviours. A positive learning environment/lesson climate refers to the mood developed within the lesson which places the pupils and their learning at the heart lesson planning and delivery. Interactions and relationships between teacher and pupils and between pupils are positive and effective. Within such an environment the teacher uses his/her voice with varying tones and volume, uses positive and appropriate language and is able to use body language to create a presence in the classroom. A positive teaching style is used in which feedback is given for appropriate work. This can motivate and enhance pupils' confidence to learn as well as their self-esteem. The lesson has a relaxed, but purposeful atmosphere. Pupils are expected to learn and to be on-task, supported by a committed and enthusiastic teacher who is confident, authoritative and clearly in control of the situation, but also caring, understanding and sensitive to the needs of individuals. You will need to learn how to develop such a learning environment during the initial stages of your teaching.

POLICIES AND PRACTICES: ESTABLISHING CLEAR STRUCTURES AND PROCESSES TO SET EXPECTATIONS

It is important to establish clear structures to your lesson and set expectations that are agreed. One widely used framework is known as the '4 R's' which is shared with pupils and embedded into classroom practice.

Rights – The right to be safe, to learn and to be treated with respect. These are mutual expectations for both teachers and pupils.

Responsibilities – Responsibility for own choices about behaviour and to act in a way which protects mutual rights.

Rules – To establish rules which protect the right to learn, teach and be safe. For example: follow
Draft May 2014

instructions willingly.

Routines – Establish routines such as handling equipment, moving to and from working areas, which are understood and well practiced by pupils.

Schools and physical education departments will already have established rules and routines that you will need to find out about and implement consistently. These will vary depending on your placement school so it is important to find out departmental policy and observe how this is effectively implemented by teachers. Now complete Activity 14.1.

Activity 14.1 RULES IN PHYSICAL EDUCATION

Find out what the rules are for your placement school physical education department. These may be generic whole school rules that have been adapted for physical education. Add any more from discussion with your mentor and observation of lessons.

Physical Education Department Rules	
1.	Arrive on time to the lesson.
2.	Line up outside the changing rooms.
3.	Have appropriate kit and equipment for each lesson.
4.	Hand in valuables.
5.	Be quiet whilst the register is taken
6.	Make your way to the activity area quietly and sensibly.

Routines are important in promoting positive behaviour, particularly in physical education where the movement of pupils and equipment needs to be thought through carefully to prevent pupils going off-task. Movement to working areas from changing rooms may have the same routines; however routines in lessons will vary depending upon the activity taught (e.g. gymnastics v football), the health and safety considerations for that activity (e.g. throwing events in athletics) and the teacher leading the lesson (individual teaching style).

One key to effective management of behaviour is to ensure that pupils stay on-task and to rectify this should they stray from the task and begin to misbehave. For this, alert observation and an immediate

Draft May 2014

response is needed (see Lawrence and Whitehead (2010)). A flow diagram and further information to support you with this can be found in Lawrence and Whitehead (2010). Now complete activity 14.2.

Activity 14.2 ROUTINES IN PHYSICAL EDUCATION

Observe lessons in the activity areas you will be teaching and complete table below for each lesson you observe. This will help you to build up a number of activity specific routines that you can use within lessons and give you ideas to develop your own routines. At the end of the lesson reflect on the time the routines take. You could ask the class teacher to undertake the same activity for a lesson you teach and discuss how the learning environment/lesson climate was helped or hindered by the routines used.

Class Activity Working space.....

Task	Strategy used	Time strategy takes in the lesson	Comment, e.g. could the strategy be streamlined/adapted? Did it affect the ‘climate’ of the lesson?
How are pupils let into the changing rooms?	Pupils enter as they arrive	10 minutes	Many pupils found it difficult to talk and change at the same time. Could they change in silence?
When and how are valuables and jewellery collected?			
When and how is the register taken?			
How does the teacher get the pupils’ attention?			
Equipment/resources, e.g. Where is equipment located during the lesson? Who is responsible for getting it out/putting it away? How is this organised?			

Organisation of activities and movement between them, e.g. how is the first activity arranged and how is the change from one activity to the next managed?			
Organisation of groupings, e.g. how are pupils assigned to groups? Do groups change during the lesson? If so how is this managed?			

SANCTIONS AND SUPPORT

Each school should have policies and practices on sanctions and support for pupils in following the rules and codes of conduct. Schools that are most successful in promoting positive behaviour have systems which are transparent and fully understood and implemented by all staff and pupils. All teachers are expected to follow this code to ensure that there is fairness and consistency in dealing with pupils. There should be a scale of consequences which is transparent and followed consistently by all members of a department and teachers within the school. You should therefore obtain a copy of the schools' behaviour policy early on in your school experience. Now complete activity 14.3.

Activity 14. 3 SANCTIONS IN PHYSICAL EDUCATION

Find out the sanctions for your placement school physical education department and list them in the table below. Also find out how pupils can be supported if they cannot meet one of these rules for the lesson. For example: if a pupil has forgotten their physical education kit, is there kit for them to borrow? If so what is the procedure?

Physical Education Department Rules	Sanction/support
e.g. Pupil forgets kit	Sanction – after school detention Support – kit available for pupils to use

PROCEDURES AND PRIORITIES FOR PROMOTING POSITIVE BEHAVIOUR

Many schools use checklists as a reminder of the basic procedures and priorities for promoting positive behaviour. Below is a checklist, adapted from Taylor (2011) for physical education, which can form a starting point for you to apply rules, routines and strategies consistently to enable pupils to feel safer and happier and hence improve behaviour. You are encouraged to create your own checklist which you adapt depending upon your school context.

BEHAVIOUR CHECKLIST FOR PHYSICAL EDUCATION TEACHERS

TEACHERS

1. Know the names and roles of any adults in class (Teaching assistants, coaches, support workers) (see also chapter 17)
2. Meet and greet pupils when they come to the changing rooms and when you meet them in the practical activity area
3. Display rules in the class/gym/sports hall/changing rooms/physical education corridor - and ensure that the pupils and any supporting staff know what they are. Keep a copy with you to remind pupils if you are teaching outside
4. Display the tariff of rewards in class/changing rooms/practical working area and remind pupils of this
5. Know the system in place to follow through with all rewards
6. Display the tariff of sanctions in class/changing rooms/practical working area and remind pupils of this
7. Know the system in place to follow through with all sanctions
8. Follow the school behaviour policy.

PUPILS

1. Know the names of pupils
2. Have a plan for pupils who are likely to misbehave
3. Ensure other adults in the class know the plan
4. Understand pupils' special needs.

TEACHING

1. Ensure that all resources are prepared in advance

2. Ensure that lessons are planned to challenge the most able and are differentiated to support the least able
3. Give regular and constructive feedback
4. Praise the behaviour you want to see more of.

DEVELOPING POSITIVE RELATIONSHIPS

Relationships play a key role in teaching to promote positive behaviour. What you say and do in a lesson, your body language, verbal communication and expectations all impact on the way pupils respond to you. It is prudent therefore to focus on the positive, not condoning the unacceptable but applying consequences which are meaningful.

It is important to focus upon developing positive relationships in the classroom with pupils and apply principles which support them in demonstrating positive behaviour. These include: making expectations explicit by giving both verbal and visual clues; giving a rationale for expectations that show expectations are for the pupils' benefit and not yours; expecting pupils to comply; being surprised rather than angry if they don't; modelling required behaviour; keeping things simple and sentences succinct (Roffey, 2011).

You cannot control other people's behaviour, only your own, yet you can influence and manage pupils behaviour. It is important that you find the balance between controlling the class and being over friendly and familiar with pupils. This may take time to develop. However, once a balance has been reached, you establish trust and a rapport and your influence will be significant.



Teachers who are determined in controlling a class often place a heavy reliance on punishment and, as a result, find that interactions with pupils become more hostile as more demands are placed on pupils



At the other end of the spectrum, where teachers are overfriendly with pupils and have a 'best friend' attitude they often find that boundaries become blurred and some pupils feel socially excluded

It is important to remember that all behaviour serves a purpose. For pupils this may be, for example, to receive praise, gain attention or to save face in front of their friends. Here are some strategies which can help you avoid poor behaviour:

- Model the behaviour that you want in the classroom rather than react to the behaviour you are getting.
- Look to find solutions to behavioural problems (to find out more about a solution-focused approach Metcalf, 2003) and see this as part of being an effective teacher. Ask questions like: When is this pupil most engaged with learning? What positive qualities can teachers identify in this pupil? What helps this pupil stay calm? What helps this pupil co-operate? What would help the pupil become more of a 'good' pupil?
- Manage your own emotions and feel positive that a solution will be found to any behavioural problems.
- Keep reminding yourself of the things that you do well, keep things in perspective and focus upon the positive.
- Effective relationships distinguish between the behaviour and the person so ensure that it is the specific behaviour that is criticised and not the person.
- Give pupils a second chance, allow them to consider their behaviour, learn from and modify it. This will develop relationships and also enhance self esteem when the pupil gets it right.
- Do not make threats to pupils; this can lead to hostile relationships, damaged self esteem and even worse behaviour. 'Jonathan if you bounce the ball ONCE MORE you will sit out of the lesson and lose your break time!!' It is better to make a request to the pupil and state clearly the consequences that will occur if the action is carried out. 'Jonathan, if you continue to bounce the basketball while I am talking you are making a choice that will end up with me taking the ball away from you and you will lose five minutes of your break time'.
- It is important that you are consistent in your approach to warnings, sanctions and rewards. It is important that pupils know where they stand and that you will follow through with warnings or give the rewards you promise. Pupils need to see that you care enough to ensure this is consistent for all pupils in your class.

Now complete Activities 14.4, 14.5 and 14.6.

Activity 14.4 STRATEGIES USED IN PHYSICAL EDUCATION TO PROMOTE POSITIVE BEHAVIOUR

The following observation activity should be undertaken if possible on the classes of different teachers to investigate the range of rewards used, especially whether or not consistency is being applied across the department.

Observe a physical education lesson and complete the following

Description of behaviour	Reward given	Comment
Example		
Teacher observes pupils lifting mats correctly and efficiently	Verbal praise: 'well done David and James for not dragging the mats'	Positively reinforcing this expectation has a beneficial effect on the rest of the group who follow the example

Activity 14.5 Observing classroom behaviour in your lesson

Video one of the lessons you teach where you have experienced problems with behaviour. Observe
Draft May 2014

the video footage and reflect upon pupil behaviour using the activity template below. You can use some of the information given in this chapter to reflect upon your responses and the effectiveness of interventions. Your tutor could support you in the observation and strategies to inform future practice.

Describe pupil behaviour	How did you respond to the behaviour? (Consider your verbal communication, body language, consequences and feedback – positive or negative)	Was your intervention effective? If so, why? If not why not?
What have you learnt from this to inform your future practice?		

Activity 14.6 Reflecting on classroom behaviour

Complete the activity below by in line with your lesson plan (including teaching strategies, activities and the stage of the lesson). Reflect on appropriate and inappropriate behaviours related to the stage of the lesson. Identify the interventions you implemented including outcomes and/or what you could do to prevent this from happening again/ensure it remains successful.

Amend this column in line with your lesson plan or part of the lesson you wish to focus upon.					
Aspect of the lesson	Comments on pupil behaviour				
Changing rooms					
Moving to activity area	<p>e.g. Some pupils ran to the activity area carrying equipment and some walked. I stayed with the last pupils and so was slow getting to the group; this led to pupils messing around with the equipment. I shouted at them which led to one pupil responding disrespectfully and so being issued with a 10 minute detention. In future I will make my expectations clear with regard to equipment and movement to areas; I will walk out with pupils all at the same time to ensure they are sensible.</p> <p></p>				
Sharing learning outcomes					
Warm up					
Equipment set up					
Teacher-led whole class					
Practice time Activity 1					
Mini plenary					
Transition					

Pair work – Activity 2	I gave clear instructions and demonstrations of the paired activity ensuring teaching points were clear and understood, through questioning. All pupils immediately began to practice the activity as I had outlined and the majority achieved success at this. I praised pupils who were successful and gave advice and feedback on how others could improve. 
Mini plenary - questioning	
Transition	
Group work – Activity 3	
Plenary	
Putting equipment away	
Moving to changing rooms	
In changing rooms	

SUMMARY

Each teacher has their own personal approach or style for teaching to promote positive behaviour. You will need to have the knowledge of a range of generic strategies, including body language, use of voice, use of positive language and solution focused approaches to promote positive behaviour and deal with inappropriate behaviour in line with your own individual attributes and the context in which you are teaching. You should be able to manage your own emotions and understand the effects that your verbal and non-verbal communication can have on a pupil's behaviour. It is important that you critically reflect upon lessons, your teaching and pupil responses, and be prepared to make appropriate changes. The activities in this chapter are designed to help you with this. You should understand your placement school's systems to support positive behaviour and prevent inappropriate or more challenging behaviour. These vary between schools. You should develop your own strategies and be able to modify them according to expectations of the schools in which you teach. It is essential that your practices fit consistently with school policy and that you understand that good relationships are at the heart of good behaviour. Positive, appropriate and professional relationships should be formed

with pupils. Teaching to promote positive behaviour does not happen by chance; it needs to be planned, consistent, well organised and supportive of an environment where pupils feel safe, take responsibility for their learning and where positive relationships are developed.

FURTHER READING

Breckon, P., Capel, S., Whitehead, M. and Zwozdiak-Myers, P. (2010) *Developing and Maintaining an Effective Learning Environment*, in S. Capel and M. Whitehead (eds) *Learning to Teach in the Secondary School: A Companion to School Experience*, third edition, London: Routledge, pp. 101-18.

This chapter provides a very useful overview with suggestions on how to create and maintain an effective learning environment. It contains situations and tasks to aid reflection on effective practice.

Cowley, S. (2006) *Getting the Buggers to Behave*, third edition, London: Continuum International Publishing Group

This book gives an overview of advice on behaviour management that is practical and realistic. Basic information is discussed along with tips and suggestions that are based on technique and observations used by teachers.

Roffey, S. (2011) *Changing Behaviour in Schools Promoting Positive Relationships and Well-being*, London: Sage Publications Ltd.

This book provides an enlightening read; it includes well detailed examples from 'real life' experiences and situations. It expands upon a historical perspective that is internationally comparative and gives context to issues of behaviour. Research discussed clearly supports the progressive issues and ideas given throughout. Reflective and discussion-tasks should be beneficial in helping you gain further understanding on underlying factors to changing behaviour.

Rogers, B. (2011). *Classroom Behaviour. A Practical Guide to Effective Teaching, Behaviour Management and Colleague support*, London: Sage Publications.

This book looks at issues facing teachers in today's classrooms. It describes real situations and dilemmas and offers advice on dealing with challenges, building a rapport with pupils and colleagues and tapping into support mechanisms available.

Note: a copy of any proformas, table or figure you are asked to complete to help you undertake activities in this chapter are also available on the website which accompanies the book (www.?????).