

Section 3: Behaviour for Learning for the Classroom Teacher

The Top 10 BFL Tips

1. Be in charge...

- It is your classroom: make the rules and decisions, don't letting them happen out of habit, poor organisation.
- Keep on your feet as much as possible, position yourself to watch everything that is going on.
- See everything: have 'eyes in the back of your head'
- Keep moving around the classroom as the focal point of interest and authority.
- The pupils need to feel safe; they can only do this if you are in charge.
- Insist on your standards

2. Use positive classroom rules...

- Establish a set of rules, no more than 4 or 5, which make desired behaviour explicit
- Display them prominently
- Refer to them frequently

The rules should tell the pupils what to do, rather than what not to do, eg ➤ Don't call out.

- Put up your hand and wait to speak.
- Don't walk around the classroom.
- Stay in your seat.
- Don't break things.
- Look after classroom equipment.

Praise good behaviour and refer to the rule being followed.

Use the rules to point out inappropriate behaviour, "Remember our rule about..."

3. Make rewards work for you...

- Use Behaviour Points
- Give pupils relevant rewards for desirable behaviours eg. Starting tasks, completing tasks, following class rules, etc.
- Establish the HABIT of co-operation.
- Standards can be subtly raised once the habit has been established. □
Quickest and most appreciated reward is descriptive praise.

Other possible rewards, besides those used as a school-wide system are

- a note home to parents
- name on a special chart which earns a later tangible reward
- being given special responsibilities
- being allowed to go first
- having extra choices

4. Catch them being good...

- Praise is the most powerful motivator there is.

- Remember to smile
- Criticise less and to praise more
- Tell the pupils there will be positive consequences for positive behaviour, then follow through and show them.
- Stick to your guns and don't be 'bullied' into giving rewards that haven't been earned.

Some positive behaviours are easily overlooked. Try to remember to praise pupils for

- homework in on time
- homework in late but at least it's in
- working quietly
- good attendance
- not swinging on chair
- contributing to class discussion
- helping another pupil
- not laughing at another pupil's mistakes
- promptly following your instructions

Use Behaviour Points consistently and fairly.

5. Be specific and clear in your instructions...

- Get a pupil's full attention before giving instructions. □ Make sure everyone is looking at you □ Smile as you give instructions.
- Be very clear in all your instructions
- Be clear with expectations
- Rich question the instructions back to you.

6. Deal with low level behaviours before they get big...

- Low level behaviour infringements will escalate
- Behaviour is reinforced when attention is given to it
- Don't ignore it, find a calm and quiet way to let them know that you see exactly what they are doing and that there is a consequence without sounding annoyed.

Try these actions

- descriptively praise those who are behaving appropriately
- point to the original instruction
- praise the target pupil as soon as they comply
- description of reality, 'Alfie, you are tapping your ruler.'
- look at the pupil pointedly and wait for them to figure out why ➤ peer pressure ask other pupils what is needed

Always follow through, even on minor infractions, so that pupils know there is no point in testing.

7. The consequences of non-compliance...

- Build allegiance: help the pupil to do what you've asked of them

- Do not give up. Keep waiting. Praise the smallest progress, even the absence of the wrong thing.
- Do not protect the pupil from the consequences.
- A consequence should be uncomfortable but not breed more resentment.
- The purpose of the consequence is begin the restorative approach to learning.
- Have easy to implement and monitor minor consequences. Eg. loss of choices (eg where to sit), loss of break time, loss of a privilege, sitting in silence for a set amount of time

8. Find a 'best for both outcome'...

- Don't get caught in the polarised divide, i.e. Avoid confrontational situations where you or the pupil has to back down.
- Talk of choices and the consequences of the choices, give them time. 'Fred, I want you to leave the room. If you do it now we can deal with it quickly. If you choose not to then we will use your break time to talk about it. It's your choice. I'll meet you outside the door in two minutes.' Then walk away and wait. 'Joe, put your mobile phone in your bag or on my desk. If you choose not to do that it will be confiscated,' then walk away and wait.

9. Establish 'start of lesson' routines...

- Use starters
- Have a routine way of starting a lesson □
A quiet activity that pupils can get right down to □ Establish this and you won't have to battle.

10. Manage the end of the lesson...

- Allow time to reinforce learning, answer questions, put equipment away, refer to learning outcomes and how this has been met, outline plans for next lesson, etc.
- Have a short, extension task ready if there is time to spare.
- Manage the exit of the room