

Managing and Improving Student Behaviour

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Tuesday 17th March



Discuss



1:00

- What challenging behaviours do you see across your dept & setting?
- Why do we see these behaviours? What is the cause?

Common Challenges

**Mobile
phones**

**Talking/
chatting**

**Refusal to
comply**

Graffiti

Intimidation

**Back
chatting**

**Distracting
others**

Apathy

Lateness

Absence

Bullying

Rudeness

Hierarchy of Challenging Behaviours

Low Level

Disruptive

Obstructive

**Why do we
see these
behaviours?**

Lack of
trust

Fear

Previous
negative
experiences

Behaviour
of peers

Wanting to
impress
peers

External
attitudes

Personal
circumstance

Just
having a
bad day

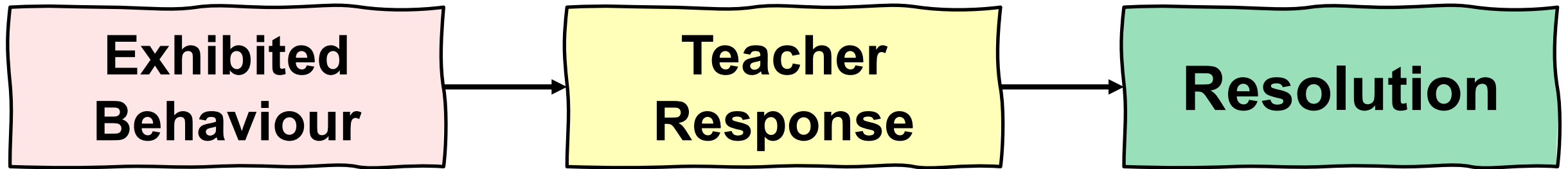
You!

The 'kids these days' effect

The tendency for older generations to perceive younger generations as lacking compared to their own youth, often based on perceived negative traits or behaviours.

- **The behaviour is not too different**
- **The reasons / drivers for that behaviour are**

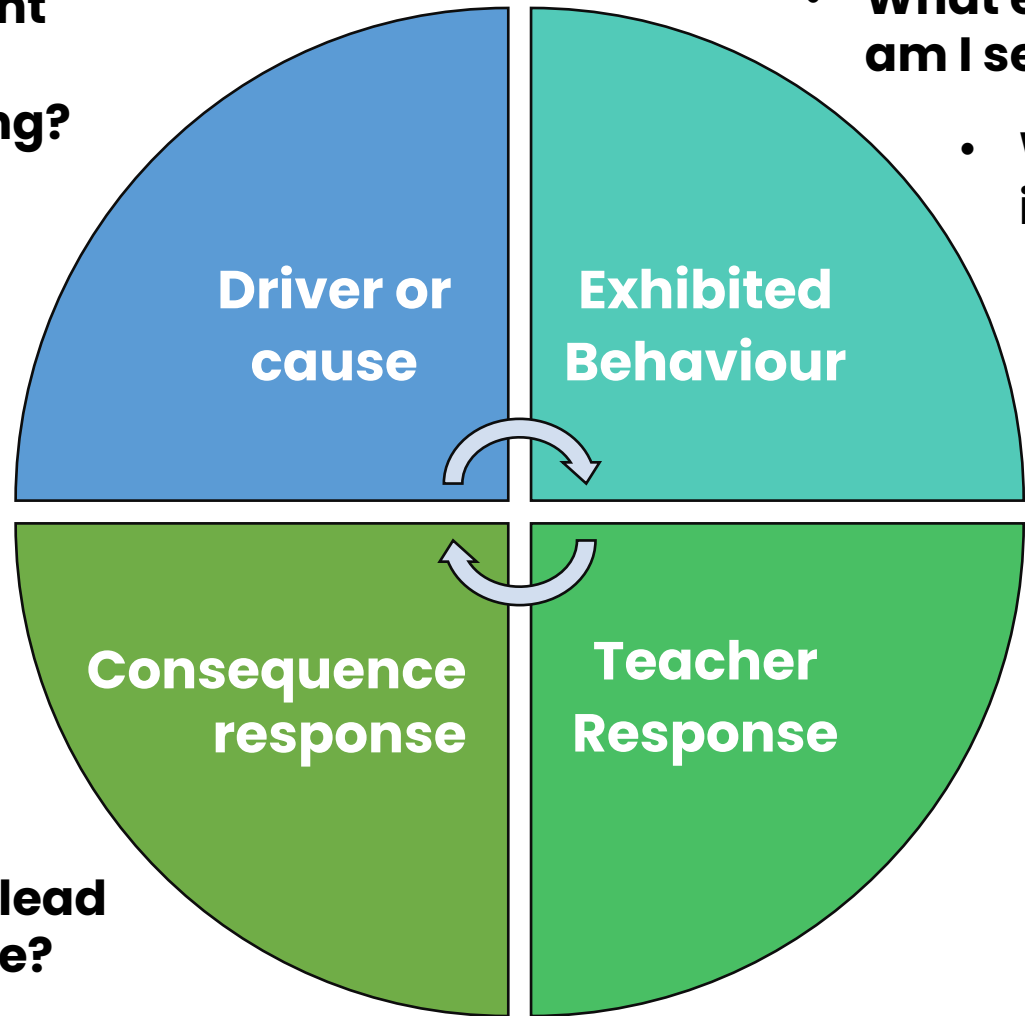
Behaviour: Understanding the cycle



- Doesn't identify the root cause
- Likely to repeat
- Severity of teacher response increases with repetition
- Student response increasingly worsens...
- Solution? Ask the right questions

The Behaviour Cycle

- Why might this be happening?
- What is the cause?

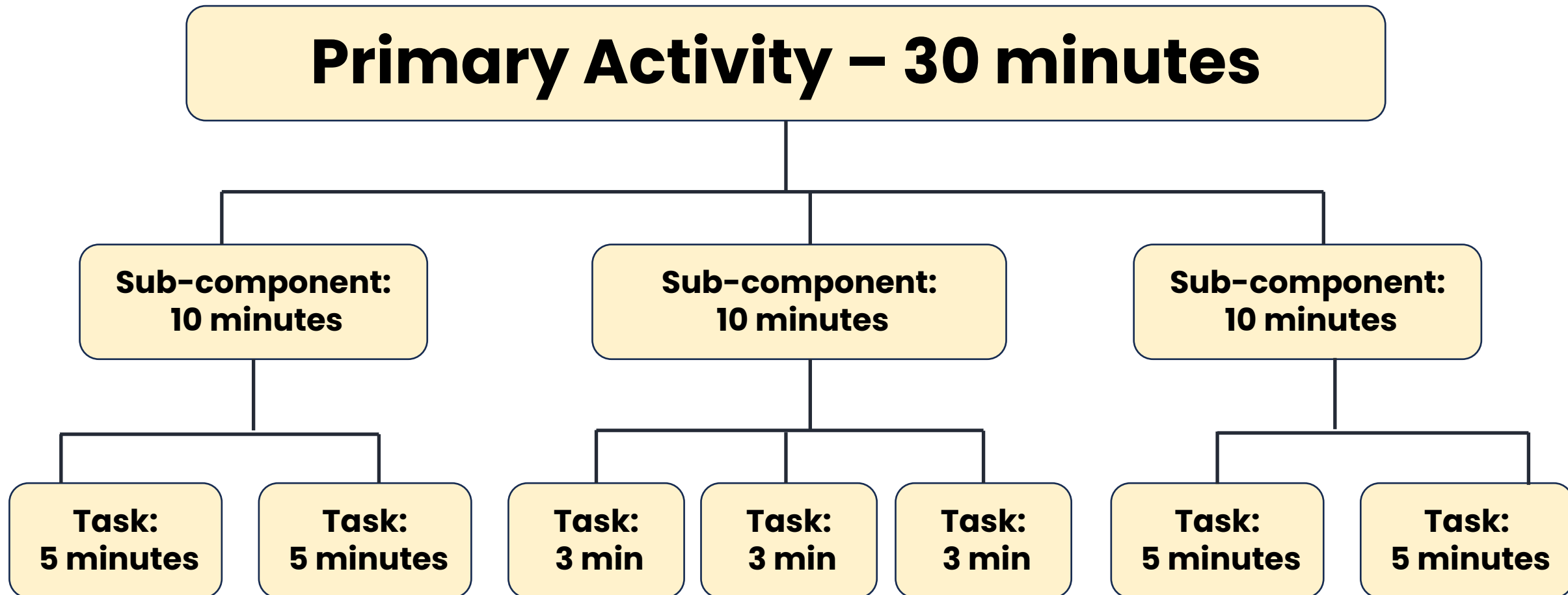


- What exactly am I seeing?
- What is the intention?

- What will this response lead to in future?

- What is the best response right now?

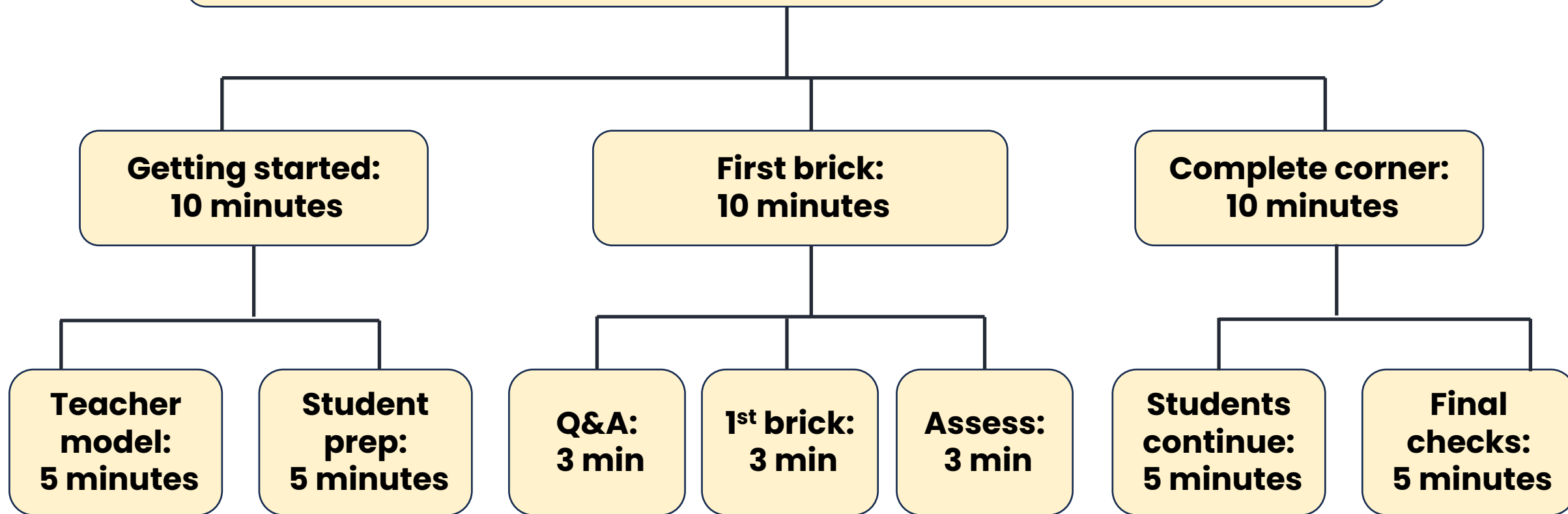
Chunking, Pace & Planning



**Initial assessment/ task, question for understanding, exposition, assess/
model, complete task**

Chunking, Pace & Planning

Laying a brick corner: 30 mins

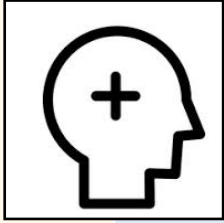


Initial assessment, exposition, assess, model, apply, assess

Rewards and Appreciation

- Be discreet
- Short, medium and long-term
- Postcards/ letter
- Stationery
- A phone call/ text
- A vocational resource
- 'Thank you'
- Showing care!

Consistent Achievement and Exceeding Expectations



Teacher to distribute

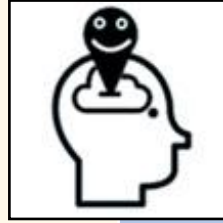
All Staff

Positive incident or consistent achievement over an extended period (1 lesson – 3 weeks).

Potential reward:

- System note (visible to student, parent/ carer, HoD and other staff).
- Postcard home (triggered by system note).
- Phone call home to emphasise consistently excellent performance.
- Small reward, e.g., stationary, vocational tool/ resource, a food or drink voucher.
- College credits (to be accrued and used towards larger rewards).

Praise 1



Teacher or HoD to distribute

Department (including Personal Tutor, Co-ordinator and HoD)

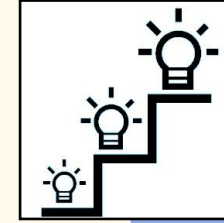
Consistently excellent performance or achievement (3 – 10 weeks).

Teacher recommendation for reward at Department level with Teacher or Head of Dept to celebrate.

Potential reward (+ all Praise 1):

- Student of the Half Term/ Term Award
- More valuable vocational resource
- College credits (to be accrued and used towards larger rewards).
- Larger voucher for food/ drink
- An Amazon (or equivalent external) voucher

Praise 2



Teacher, HoD or SLT to distribute

College Level (including Personal Tutor, Head of Department and SLT)

Consistently excellent performance or achievement (period of 1 term+).

Teacher, Head of Department and/ or SLT to recommend praise at College level.

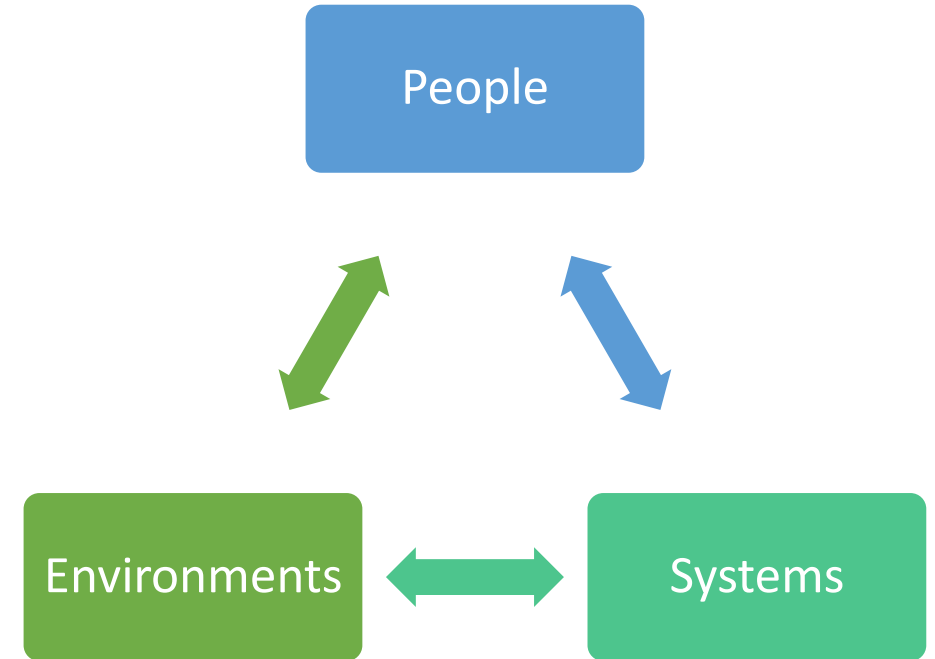
Potential reward (+ all rewards at Praise 2)

- Student of the Term/ Year Award
- 1-day work placement
- Significant vocational resource (toolkit etc.)
- College credits.
- Short-term food/ drink pass
- A larger Amazon (or equivalent) voucher
- Employment upskilling sessions with Senior Leaders (mock job interviews, shadowing etc.)

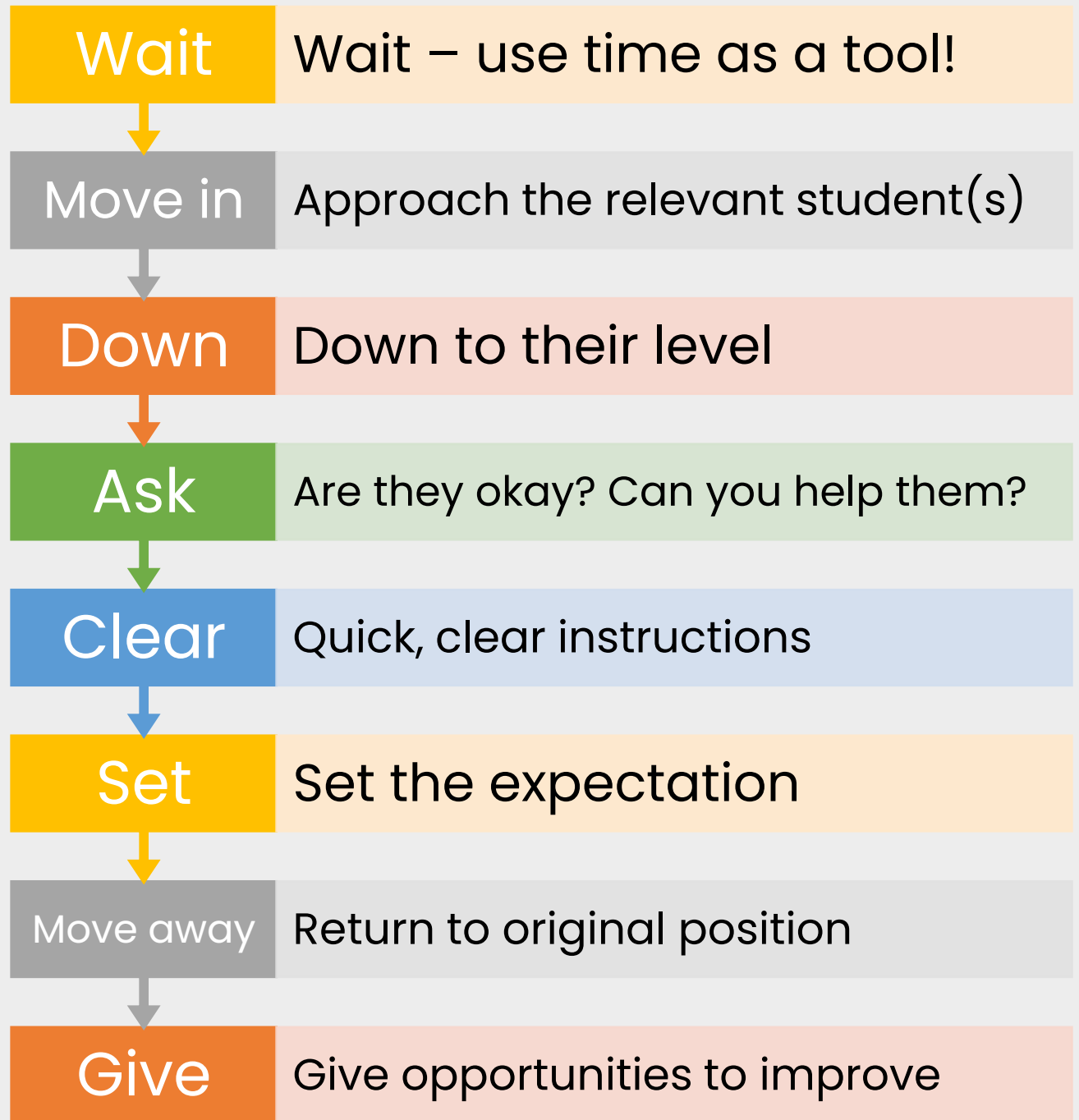
Praise 3

A Starting Point

- Prep the environment
- Transition; equipment; empathy
- Immediate, engaging starts
- Thank you, please
- Consistency is vital – rules are vital
- What if nothing is working?



Effective Challenge



Questions? For more, contact:



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