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# UNDERSTANDING BEHAVIOURS AND MOVING IT ON POSITIVELY

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# PERFORMANCE OBJECTIVES

- Consider behaviours as a form of communication
- Understand that early intervention stop behaviours escalating
- Consider what you can do to stop behaviour happening in the first place
- A tool to help scaffold thinking and practices

# UNDERSTANDING BEHAVIOUR

Typical behaviours that we find hard to manage ?

Shouting

Swearing

Hitting

Kicking

Throwing things

Being mean to others

Not following instructions

Refusing to do task

Not following rules

Avoidance of expectation

Withdrawing them from things

Self harm

Smashing or breaking things

# LEVELS OF BEHAVIOUR



# BEHAVIOUR HAS A PURPOSE

- **Social /Emotional reasons**
  - Low self esteem
  - Family issues
  - Peers relationships
- **Sensory / Physical needs**
  - Noise levels
  - Need to move / fidget
  - Temperature
  - Clothing demands
  - Fatigue
- **Cognitive reasons**
  - Lesson demand
  - Understanding of task / instructions
  - Distractions
- **Other reasons**
  - Developmental stage
  - Medication
  - Communication Needs

# LEVELLED RESPONSES



# AVOIDING BEHAVIOUR

- Prevention is better than cure
- If we cant prevent we need to promote learning
- We need to match responses to behaviours and be consistent



# AVOIDING BEHAVIOUR

The best option in behaviour management is always to prevent behaviour starting.

If we cant prevent behaviour we need to make sure that our responses are at right level and that consequences promote leaning meaning behaviour is less likely to happen.

NOTICE

LEARN

# NOTICE

N

NOTICE what is happening for individual what is usual , what is different for them  
NOTICE what is happening overall . (exams , current social trends ,building work , journey to school)  
NOTICE what they are doing well and comment on that at the time .

O

OPENNESS – Foster an ethos of openness around feelings and responses to behaviours . When you do.....it makes people think ..... that means they .....  
Be OPEN to loosing the battle to win the war

T

TOGETHER – Work together with students staff and family to involve them in managing behaviour  
Develop class /school rules together so that students own them .

I

INTERVENE early and in the in the right way  
Notice signs that a student needs help and offer options/ choices / direction

C

CONTROL VERSUS INFLUENCE – Be a person of influence NOT just a person who Controls

E

ENCOURGE DON'T EXPECT – support problem solving and higher level thinking patters

# LEARN

L

LEVEL behaviour and match response to ensure appropriate consequence

E

ENCOURAGE reflection and explore alternative options that were available

A

ALLOW time to calm and think in supportive environment

R

REBUILD relationships and thinking

N

NOTICE and reinforce changes in behaviour ,

# SETTING BEHAVIOUR LIMITS

These are things you do  
that are helpful and  
things you are good at .  
These are helpful and we  
would like to see more of  
these behaviours

These behaviours  
you do because  
you are struggling .  
These can be  
unhelpful We need  
to change these  
over time , we will  
prompt around  
them

Never OK  
Result in agreed  
consequences

I got annoyed that I couldn't do it

The teacher asked me to do my work , that made me cross I told them to F off , he told me to mind my language got up in his face, he sent me to isolation , I punched the wall on my way there ,

Asked for help

The teacher helped me

I have been suspended ,my hand hurts I'm am in trouble with mum and dad ,my mates think I am silly

I apologised to teacher and sat down

I got told off for swearing but then he helped me

I explained to the teacher and said sorry

I got told off for and had to spend time in isolation

I learnt how to do the work I am not in trouble.

By **NOTICING** what is happening we can reduce behaviours and stop them escalating

By making sure we **LEARN** we are can help student understand there boundaries and make positive changes for themselves.

# NOTICE

N

NOTICE what is happening for that students what is usual , what is different for them

NOTICE what is happening in and outside the school . (exams , current social trends ,building work , journey to school)

NOTICE what they are doing well and comment on that at the time .

O

OPENNESS – Foster an ethos of openness around feelings and responses to behaviours . When you do.....it makes people think ..... that means they .....

Be OPEN to loosing the battle to win the war

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# LEARN

**L** LEVEL behaviour and match response to ensure appropriate consequence

**E** ECOURAGE reflection and explore alternative options that were available

**A** ALLOW time to calm and think in supportive environment

**R** REBUILD relationships and thinking

**N** NOTICE and reinforce changes in behaviour ,



★ THINK ★  
**SELF ESTEEM**

**S** **SUCCESS**  
promote and  
ensure success

**E** **ENVIRONMENT**  
use it to help motivate and  
guide

**L** **LABEL**  
emotions, feelings and  
successes

**F** **FIND RESILIENCE**  
just keep swimming

**E** **ENCOURAGE**  
don't expect

**S** **SOLVE PROBLEMS**  
promote creative thinking

**T** **TAKE CARE**  
take care of yourself and others

**E** **EXPLORATION**  
risk taking

**E** **ENJOY LIFE**  
have fun

**M** **MINDFULNESS**  
pay attention positives