



TOM BENNETT  
T R A I N I N G

# Teaching behaviour habits so students can learn

**Better behaviour for teachers and staff**

Online webinar with Tom Bennett  
Hounslow SACRE

Starting at 3:45 pm



# Creating a Culture: The Independent Review of Schools 2017

- Over 200 schools involved
- Inclusive
- Comprehensive
- Cultures that optimize flourishing
- Many common themes

**Creating a Culture:**  
How school leaders can optimise behaviour



MARCH 2017

Tom Bennett  
Independent review of behaviour in schools

# WHY IS BEHAVIOUR SO IMPORTANT?

- Good behaviour improves **every** outcome imaginable
  - Academic outcomes
  - Social benefits
  - Wellbeing
  - Mental Health
  - Creativity
  - Social Mobility
  - Vocational opportunity





- In less effective classrooms the main strategy is to predominantly *react* to misbehaviour
- More effective teachers proactively **taught students how to behave well**
- The best teachers did *both*
- *Nb why has this happened?*

Headline  
conclusions  
from  
'Creating a  
Culture'



# **Self-actualization**

desire to become the most that one can be

## **Esteem**

respect, self-esteem, status, recognition, strength, freedom

## **Love and belonging**

friendship, intimacy, family, sense of connection

## **Safety needs**

personal security, employment, resources, health, property

## **Physiological needs**

air, water, food, shelter, sleep, clothing, reproduction



# Why do children misbehave?

Children do not create themselves

They are the products of their circumstances

1. They don't know **WHAT** we mean by good behaviour
2. They don't know **HOW** to behave the way we ask
3. They don't **VALUE** the behaviour







# Why do children misbehave?

- They experience no success in their class activities. Instead, failure, shame, worthlessness.
- No one clearly explains what they should be doing.
- No one challenges their misbehavior
- They have different beliefs, values, habits, abilities





# Creating a Culture

- The classroom is made up of dozens of different views on how to behave
- Few of them will be ideal
- The teacher's (and school's) duty is to **CREATE A CULTURE**- 'how we do things around here'. This shows students how to behave and succeed.





# Teach- don't tell- behaviour

- Students are not all the same
- They have enormous differences in behavioural skills, habits, beliefs.
- 'Behave' means lots of things
- To help children succeed we need to TEACH behaviour





# Novice and expert behaviors

- The curse of expertise
- We are expert behaviors, but children are not
- This means that all of our behaviour instructions must be:
- CLEAR
- SEQUENTIAL
- EXAMPLIFIED
- REPEATED
- CHECKED FOR UNDERSTANDING
- CORRECTED FOR COMMON MISTAKES
- REVISED AND REPEATED



# HOW DO YOU CREATE A CULTURE?

- Three main methods
- NORMS
- ROUTINES
- Reinforced by
- CONSEQUENCES (behaviour feedback)



# Social Norms/ normative messaging

- Human beings are intensely social. We look to one another for behaviour cues at all times. Peer groups are an enormous influence.
- We intuitively look for cues about social norms
- Example: The fire alarm





# Build social norms with normative messaging

- Ensure that students (and staff) are flooded with signals about what 'normal' behavior means at school
- If they believe it is normal to behave a certain way it is much more likely they will do it





# Why do they think misbehavior is *normal*?

- They see it all the time
- It appears to be endorsed or approved of by the student body
- Staff do nothing about it

OR

- Staff are very inconsistent in their responses

# Building norms

- **Tell** them explicitly ALL THE TIME- assemblies, form time, posters
- **Use** 'normative messages' in everyday language
- **Demonstrate** the behaviour/ role models
- **Expect** behaviour to be good- don't recalibrate your expectations
- **Correct**/ challenge incorrect norms constantly
- **Repeat** constantly



# Routines: the building blocks of culture

Routine = specific behaviour you want to be automatic

- How they come in/ leave
- How they transition
- Assemblies, drills, registration, inspections....

1. IDENTIFY
2. TRANSMIT
3. PRACTISE

# Example

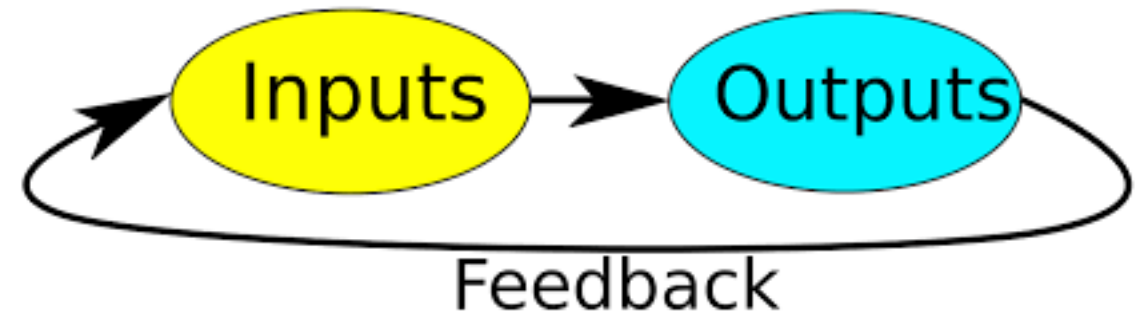
- You want them to line up before a lesson, so you can check uniform/ planners etc as they enter
- 1. Decide for yourself EXACTLY how this will look (in silence? Planners in hand? In pairs?)
- 2. FRONTLOAD your behaviour expectations- tell them clearly, right at the start
- 3. PRACTISE doing it until it's perfect
- 4. Remind them constantly, either verbally, or by consequences (see later)

# Behaviour feedback systems

Schools must offer immersive feedback to students about their behaviour

Consequences can

- Encourage
- Discourage
- Clarify
- Support
- Teach



Or a combination of any of these, e.g. a detention followed by a pastoral chat.





# Extrinsic motivators: Sanctions and rewards

1. Sanctions and rewards are an essential part of a school feedback system
2. Sanctions and rewards are one part of the jigsaw- they are not universally effective. But no one strategy is
3. Sanctions must be consistent, proportionate and predictable
  - (The certainty is more important than the severity)
4. Rewards must be sincere, targeted and proportionate



# Other consequences

- A pastoral chat
- Parental meeting
- Department discussion
- Parking
- Time out
- Extra-class provision

# What you permit you promote

The 'electric fence' of consistency



# De-escalation

## Visible and formal consequences

- Warning.....second warning....name on board.....move seat.....lose golden time.....call home.....parked.....sent to HT etc

## The invisible ladder of consequences

- Redirect class, no names.....praise the compliant by name.....redirect with a no name reprimand.....redirect with no names but more warning.....name non compliant.....

# Common errors teachers make

- 1. Wanting them to like you
- 2. Thinking your lessons aren't engaging enough
- 4. Giving up
- 5. Going alone
- 6. Expecting the school to be perfect







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# Any questions?

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