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The Trouble with Behaviour: lessons from the past and pointers to the future

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- Myths, tensions and challenges

- Long-standing professional beliefs & truisms

- Policy trajectories

- Points of progression

- school behaviour by pupils is getting worse

- behaviour = 'bad' behaviour

- some pupils just don't want to learn or to succeed

- school pupils don't like rules or 'discipline'

- Inspection and inclusion

- Competition and balkanisation

- Eco-systemic to 'within child' explanations

- Demise of 'child development'

- Continued disconnect between 'behaviours'

- Rise of 'solutions'

- Incorporation of deficit

- Absence of precision

- Incorporation of quasi-psychology

- Pragmatic shifting and sifting

- Prospering and surviving

- Diseasing of childhood

- Managing through medicine, therapy and misunderstanding

A collaboration between government and psychiatry... resulting in the "therapeutic state" in which disapproved thoughts, emotions, and actions are repressed ('cured') through pseudo-medical intervention

(Thomas Szasz)

'...its pupils have emotional and behavioural difficulties (EBD) and, therefore, according to local residents and their MP, they shouldn't be there. These teenagers, the protesters say, are not fit to be educated in a residential area'

The Guardian, March 9, 2010

- reliance on theories, especially those coming from psychology and medical models, leads to a limited and distorted view of education with mechanistic consequences.

- A 'special education industry' has developed which fosters discrimination and is based on self-seeking motives.

- Refer to EBD as an 'indolent' term - having no substance or compelling discriminatory value.

- EBD used by some institutions to avoid their own responsibilities by locating the causes of poor behaviour within the child.

   (following Thomas & Loxley, 2007)

- Inclusion...what is it?

- Inclusion...whose responsibility?

- Inclusion...ethical issues

- Inclusion...what is the evidence?

- Inclusion...resources

Even the most experienced and skilled teacher has to manage pupils whose behaviour can disrupt not only their own learning but that of others...
(DfES, 2004)

Reducing bad behaviour is a realistic aim...eliminating it is not
(The Elton Report, 1989)

- inappropriate behaviour is learned, can change, requires time

- separate 'behaviour' from the 'pupil'

- knowledge = ability to manage situations

- relationships are vital to positive classroom ethos

- recognise your own expertise/success/value

Individual professional characteristics which appear to be significantly present:

- Motivation

- Use of positive affirmations

- Modelling positive behaviour

- Recognition of personal strengths and capabilities

Institutional leadership characteristics which appear to be significantly present:

- Distribution of Leadership

- Promotion of professional learning

- Encouraging calculated risk-taking

- Redefining pupil 'behaviour'

- little in the literature presents as innovative practice in promoting positive behaviour;

- much of what is reported represents perceived 'effective practice' in school leadership

- effective leadership skills, like effective classroom teacher skills, appear to be generic and have been recognised over time

- leaders who emphasise educational attainment tend also to place equal importance on appropriate social behaviours

- Innovation occurs in context-specific locations; issues of transferability

- the literature is consistent in linking leadership skills and attributes to improved pupil behaviour

- Teach

- Be natural

- Be professionally objective

- Respect the child's pain

- Translate your sympathy into action

- Give the child some emotional language

- Be honest

- Co-operate with colleagues

- Listen to the child

- Explain the rules

Tom Crabtree, *Remedial Education* (Vol.10, No3, 1975)

- The importance of subject knowledge

- Keeping interest & 'the golden nugget'

- Effective management of space

- Range of teaching approaches

- Using initiative with resources

- Appropriate use of new technologies

- Planning for poor pupil behaviour

- Emphasis on voices

Terry Haydn 'Managing Pupil Behaviour' (Routledge, 2007)

- Well-prepared

- Respectful

- 'Allows us to speak'

- Fair

- Knowledge of subject

- Clear rules and punishments

- Humour

- Not unpredictable

- Honest

- Deals with own 'problems'

- 1973: DES Survey of Violence, Indiscipline and Vandalism in Schools

- 1974: NAS Discipline in Schools

- 1978: HMI Behavioural Units

- 1978: HMI Truancy and Behaviour Problems in Some Urban Schools

- 1978: DES The Warnock Report

- 1981: DES Education Act

- 1980: Schools Council: Special Provision for Disturbed Pupils

- 1987: DES Behaviour and Discipline in Schools

- 1988: Education (Reform) Act

- 1989: DES The Elton Report

- 1989: HMI Special Schools for Children with Emotional and Behavioural Difficulties

- Aims & policy

- Leadership

- Teaching & learning

- Rewards & sanctions

- Liaison with parents & agencies

- Climate & ethos

- Training of teachers

HMI 'Behaviour and discipline in schools' (1987)

- 1994: DfE "Pupils with Problems" circulars

- 1997: DfE Dealing with Troublemakers

- 1999: DfEE Social Inclusion, Pupil Support

- 1999: DfEE Principles into practice: Effective Provision for Pupils with EBD

- 1997: DfEE The Green Paper & Action Plan

- 2001: DfEE Inclusive Schooling

- 2003: DfES Every Child Matters

- 2003: DfES Primary National Strategy

- 2003: DfES Secondary School Improvement Strategy Behaviour and Attendance Strand

- 2004: DoH/DfES Promoting Health & Well-being

- 2005: OfSTED Managing Challenging Behaviour

- 2005: DfES The 'Steer Report' "Learning Behaviour"

- Consistent whole school approaches

- Leadership

- Classroom management

- Rewards & sanctions

- Teaching good behaviour

- Staff development & support

- Pupil support

- Liaison with parents and agencies

The 'Steer Report' (2005)

- "very large majority" of pupils well-behaved

- Most common problem behaviour is persistent low-level disruption (TOOT)

- Linkage between Learning & Behaviour

- Strong leadership

- Consistency of approach

- Community, ethos & relationships

- Physical environment

Managing Challenging Behaviour, OfSTED (2005)

Know the names and roles of any adults in class.

Meet and greet pupils when they come into the classroom.

Display rules in the class - and ensure that the pupils and staff know what they are.

Display the tariff of sanctions in class.

Have a system in place to follow through with all sanctions.

Display the tariff of rewards in class.

Have a system in place to follow through with all rewards.

Have a visual timetable on the wall.

Follow the school behaviour policy.

(C.Taylor, 2011)

- Social & emotional aspects of learning

- The importance of non-mainstream settings

- The role of inter-agency initiatives

- Focus on training & professional development

- Mental Health dimensions

- Consistency management

- Parents/pupils working together

- 'Coaching schools' & peer inspection

- Community service contracts

- Integrated training & CPD

- Utilising young people's voices

"Emotions are central to human life. They are part of every thought, decision and response"

Caine, R. (2005) *Brain/Mind Learning Principles in Action*. Thousand Oaks: Corwin Press

- Relationships are mainly based on feelings

- Teaching & learning is substantially based on relationships

- ...*ergo*, feelings are fundamental to teaching and learning

de-skilling fathers

lack of confidence in their child-rearing skills

importance of emotional closeness, touch

'anxious' fathering

the challenge of being a 'young' father

sons want physical and emotional closeness

socialised deviance amongst families

subtle or overt isolation of 'non-normal' fathers

schools as delinquent playgrounds

paternal approval of inappropriate behaviour in school

'like father, like son' responses by professionals

- Fewer new initiatives…

- No new research…

"As a group, we feel that schools do not require a wide range of new initiatives. They need the opportunity to consolidate existing initiatives"

(Steer, 2005, p. 29)

I am an idealist. I don't know where I am going, but I'm on my way
(Carl Sandberg)