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SF3R 4 Behaviour UKOK?

In July 2013 the Department for education published a document called a **Guide for heads and school staff on behaviour and discipline**

The **Key points** in the document were as follows

- teachers have power to discipline pupils for misbehaviour which occurs in school and, in some circumstances, outside of school. The power to discipline also applies to all paid staff (unless the head teacher says otherwise) with responsibility for pupils, such as teaching assistants
- heads and governing bodies must ensure they have a strong behaviour policy to support staff in managing behaviour, including the use of rewards and sanctions
- governing bodies of maintained schools have a duty under section 175 of the Education Act 2002 requiring them to make arrangements to ensure that their functions are carried out with a view to safeguarding and promoting the welfare of children. The proprietors of academies have a similar duty to ensure that arrangements are made to safeguard and promote the welfare of pupils

This paper was produced as the perception that behaviour in schools is getting out of control. A recent survey showed that the number of pupils in the UK with behavioural and mental health problems is on the rise according to one of countries leading teacher unions .The Association of Teachers and Lecturers said disruptive classroom behaviour was also worsening, with 53% of 844 member's surveyed reporting deterioration over the past five years.

In a survey of 844 members across the UK, 62% said there were more children with emotional, behavioural and mental health problems than two years ago and 56% said there were more than five years ago.

Nearly 90% of those surveyed, which include support staff, teachers, lecturers and head teachers, said they had dealt with a challenging or disruptive child during this school year.

The main targets of challenging behaviour were other pupils (cited by 72%), followed by teaching staff (46%) and then support staff (43%).

The most prevalent challenging behaviour was verbal aggression (cited by 77%), followed by physical aggression (57%), bullying in person (41%) and breaking or ruining other pupils' belongings (23%).

Moreover, 42% said they did not get any relevant training during their teacher training.



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A teacher at a secondary school in Dudley said: "I've been sworn at, argued with, shouted at, had books thrown at me, threatened with physical abuse and had things stolen and broken."

A primary school head from Kent said: "This year we had the most challenging reception pupil I have encountered in 20 years of teaching."

"He did not comply with a single instruction, even to sit on the mat for a story. His mum would not accept that his behaviour was different to the other children's and took him to another school after two terms."

Dr Mary Bousted, general secretary of ATL, said: "Regrettably teachers and support staff are suffering the backlash from deteriorating standards of behaviour."

"They are frequently on the receiving end of children's frustration and unhappiness, and have to deal with the fall-out from parents failing to set boundaries and family breakdowns."

"And the huge funding cuts to local services mean that schools often have to deal with children's problems without any help."

She said schools needed to offer staff "good and regular" training.

A DfE spokeswoman said: "Disruptive or violent behaviour has no place whatsoever in the classroom. That is why we have strengthened teachers' powers to put them back in charge."

"Teachers can now issue no notice detentions, search a pupil without consent when they suspect they may be in possession of a prohibited item and changes to the system mean a school's decision to exclude a pupil cannot be reversed by an appeals panel."

"Our guidance also makes clear that teachers can use force to remove disruptive pupils from the classroom when necessary."

"Making sure teachers are fully trained to deal with any sort of challenging or violent behaviour is a core part of teacher standards."

In June last year, the government's adviser on behaviour, former head teacher Charlie Taylor, told a committee of MPs that some pupils in England were too disruptive to fit into regular school life. He said some of these challenging children needed much more help and support.

It seems to me that the issue of more effective "training" appears to be on everyone's lips however what form should this take and who should direct it and is it training alone that will improve outcomes.



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The new Ofsted framework requires that schools provide evidence to demonstrate effective practice and the impact of improvement strategies and there is now a much greater emphasis on behaviour in inspections.

The key issue however will be a whole school approach towards behaviour. In the same that NASEN has been campaigning for Every Teacher is a teacher of children with SEN; every teacher is a teacher of children with behaviour issues.

Does this mean that all behaviours should be tolerated within schools? of course not but all schools must have systems in place for all and plans B.....to..... Z for some.

Having been a teacher, head teacher and presently someone who works in the training field I have worked and researched the issue of behaviour for over 30 years. In addition I am also the parent currently of 3 teenage children.

It seems to me at least that the key principles and patterns of behaviour management remain timeless as the challenges and also needs of children and young person's remain the same even if the issues are different in form i.e. cyber bullying which did not take place 25 years ago.

The pillars of good teaching and parenting for that matter can be summed up in the formula SF3R

What is SF3R?

S stands for Structure which is in essence the values, rules and systems, those children and young people need in order to make sense of the world around them. Structure allows children and young people to feel safe, stable and creates security in their lives.

Structure means developing clear boundaries and expectations and requires consistency and specific rituals to be most effective

F is for Flexibility, where having plans B to Z will complement the structure in our lives. Flexibility when applied successfully will allow freedom, opportunity and fun for all involved.

Flexibility requires an appreciation of different styles of learning, behaviour and culture. It is inclusive and is the reason why fairness is not giving everyone the same but giving people what they need

The 3Rs are the means of selling, supporting and sustaining the long term the success of Structure and Flexibility.

R is for Rapport which requires people skills including the effective use of praise and the power of active listening. Successful rapport results in trust and respect for people for who they are and not who we wish them to be

Rapport creates respect, trust and self-esteem between people



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R is for Relationships which are the lifelines for human beings to connect with each other in order to make sense of the world around them

Relationships need partnerships with people and ways of keeping those partnerships positive and productive

R is for Role Models as everyone listens and looks for guidance from someone, Role Models provide direction and purpose and were themselves successful graduates of SF3R

A Role Model is someone who appears to do the right things for the right reasons at the right time

Teaching and raising children is not rocket science but neither is it easy and straightforward. Common sense together with a series of rituals and routines will provide the long term dividends in successful outcomes in learning and behaviour both in school and at home.

Children and young people are not robots (nor would we wish them to be) and as a result challenges to structure and routine will take place. This is where creativity and patience will need to occur in order to navigate the trials and tribulations of life both at school, at home and with interaction with peers.

People will always need others to model good practice and to help them to understand and experience their successes and failures. People must have guides to facilitate and develop balanced and trusting relationships.

For teachers and for parents whose role it is to nurture and direct this process it will not be a case of "*inspiration but more often perspiration*" or as the star golfer Gary Player once said....."*The more I practice the luckier I get*".....you really can't put it any better than that,

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