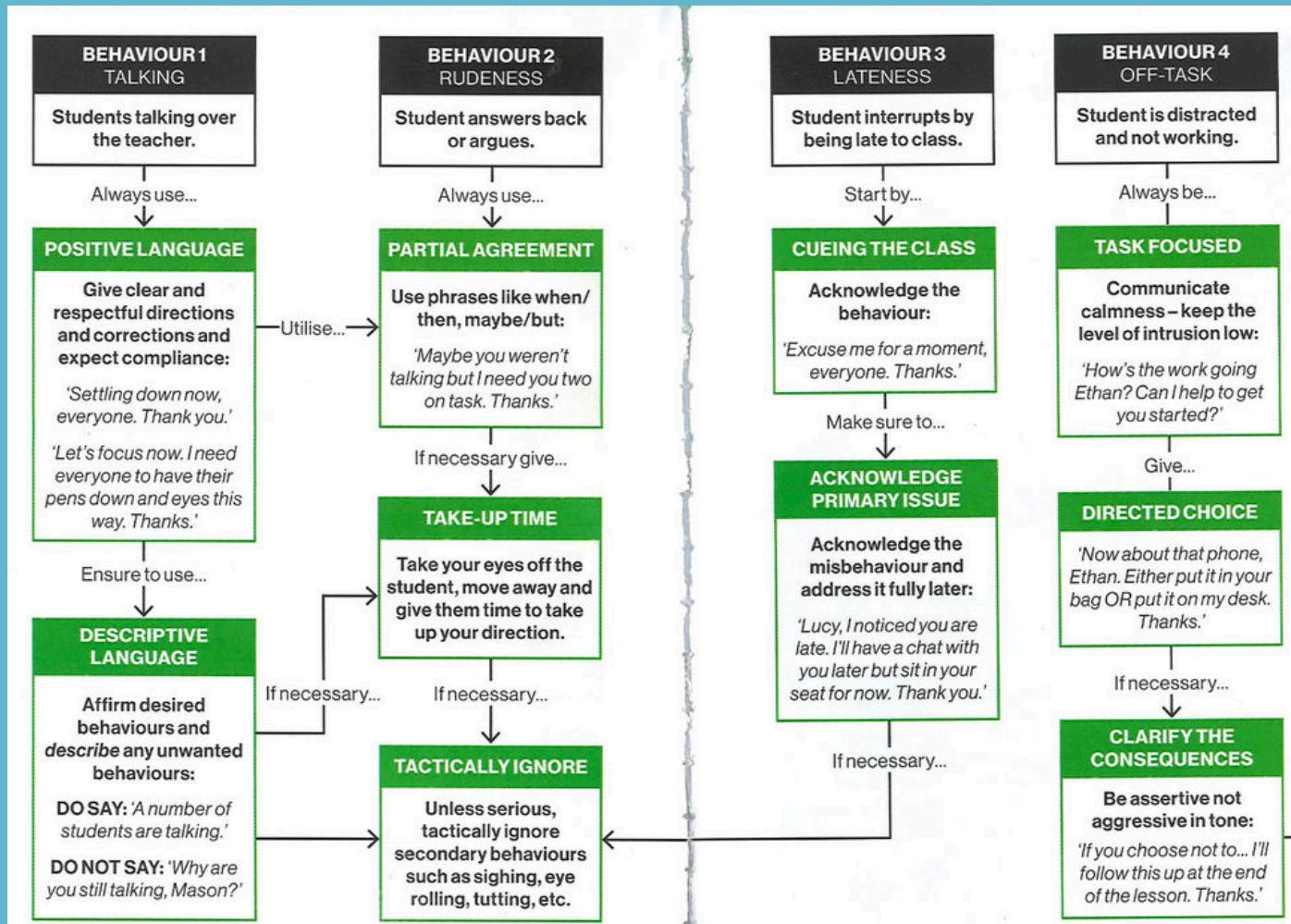


BEHAVIOUR FOR LEARNING: ROUTINES, RELATIONSHIPS, AND RESPONSES

SPOTLIGHT (8)

Research highlights deliberate rehearsal is a powerful tool for improving teachers' behaviour management. Studies by Lemov (2015) shows that practising specific responses to common behavioural issues, such as low-level disruption or defiance, enables teachers to act calmly, confidently, and consistently in real classroom situations. This concept map (taken from Jamie Clark's book One-Pagers) outlines on-the-spot actions to take when behavioural issues arise.



Non-Negotiable	Behaviour Focus	Positive Framing Example
Arrive on time	Lateness	<i>"Excuse me for a moment, everyone. Lucy, thanks for knocking, take a seat and we'll catch up later"</i>
Be ready to learn	Talking	<i>"Let's focus now. Everyone eyes this way, pens down. Thank you."</i>
Minimum learning behaviours	Low level Rudeness / interrupting	<i>"Maybe you weren't meaning to interrupt, but I do need you to let others finish. Thanks."</i>
Minimum learning behaviours	Off-task	<i>"How's the work going, Ellie? Can I help get you started?"</i>

Behaviour / Example	Pre-Warning Action & Example Language	Why It Works / Research Base
Low-level disruption / Talking over teacher	"You've been reminded twice to stay focused. If it carries on, I'll need to record a de-merit — let's refocus now, thank you."	Marzano (2003): Clear, consistent boundaries reduce uncertainty and escalation. Keeps tone calm and matter-of-fact.
Off-task or slow to start work	"You've had a couple of reminders to get going. I'll need to record a de-merit if you're still not started in the next minute."	Lemov (2015): Immediate, specific direction builds compliance and trust. The time cue gives space for self-regulation.
Lateness	"You've been late a few times this week. If it happens again, I'll need to record a de-merit — I know you can get here on time tomorrow."	Bill Rogers (2015): Combines accountability with relationship-building — separating the behaviour from the person.
Lack of equipment (first time)	"You've not brought your book today. I'll lend you one, but please remember it next time — next time it will need to be a de-merit."	Rogers (TES, 2017): Calm correction followed by belief in improvement strengthens mutual respect.

What happens when routines & on-the-spot behaviour management and pre-warnings don't work ~ use de-merits positively and calmly

Behaviour / Example	Action & Example Language	Why It Works / Research Base
Low-level disruption / Talking over teacher (persistent)	"I've reminded you twice to stay focused. I'm now recording a de-merit. You can reset and show me your best focus from here."	Calm, factual correction avoids escalation and preserves dignity. → Bill Rogers (2015): calm authority, not confrontation.
Off-task or slow to start work	"Let's get going, please. You've got two minutes to start, or I'll need to record a de-merit."	Uses <i>specific direction + take-up time</i> , promoting compliance not conflict. → Rogers & Lemov (2015) on "warm-strict" tone.
Lateness (late already this week)	"You've been late a few times this week, so I'm recording a de-merit today. Let's talk later about what's making it hard to get here on time — I know you can improve this."	Acknowledges behaviour; separates sanction from relationship. → Marzano (2003): consistency + follow-up builds trust.
Lack of equipment (again)	"You've come without your book again. I'll lend you one today, but I'm recording a de-merit—bring it next time so you're ready to learn."	Combines sanction with solution. Shows belief in improvement. → Lemov: correction + reset message.



Behaviour leadership involves guiding students rather than controlling them. Stay calm, clear, and consistent and recognise that positive behaviour is as crucial as addressing negative behaviour. (TES Magazine, 2017)

Takeaways

- Front-load behaviour
- Correct calmly, not emotionally
- Positive framing
- Demerits
- Our calmness sets the tone

Trusted Techniques

- Narrate the positive
- Direct → Pause → Step away
- Guide, don't battle
- Practise responses
- Restore, don't dwell