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## 2: GET IN FRONT OF THEIR BEHAVIOUR

Good behaviour is fundamental to all educational objectives, but too often teachers lack a structured approach to optimising behaviour. What should they do?

This is a short summary from **Creating a Culture** of some of the best strategies teachers and leaders need, to improve behaviour.

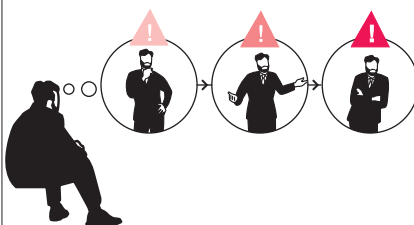
How school leadership can create a culture to optimise behaviour



Report of Tom Bennett  
Independent review of behaviour in schools

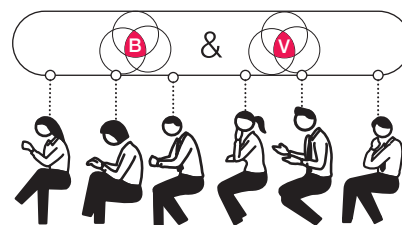
### 1 STRUGGLING

Many teachers struggle with behaviour. The most common reason is because they wait until misbehaviour happens, then react to it. The solution? Get in front of the behaviour by shaping the behaviour culture.



### 2 CLASSROOM CULTURE

Culture simply means *the shared beliefs and values of a group*. Classes have cultures whether you want them to or not. Behaviour is influenced massively by the culture.



### 3 MAKING THE WEATHER

You make the weather. Teachers need to be the conscious architects of the classroom culture. They need to define what good behaviour means first. This *gets in front of the behaviour*.



### 4 SOCIAL ANIMALS

All humans are social animals. We take our behaviour cues from our peer group, and those around us. Unconsciously, we try to fit in, to conform. We often try to behave *normally* (for that culture).



### 5 NORMATIVE MESSAGES

We can use this consciously and persistently, immersing students with normative messages — what *normal* behaviour means. This can mean formal school rules, expectations, etc., and is communicated by words, actions and the environment.



### 6 ROUTINES

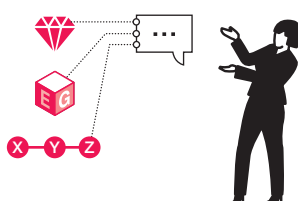
Another technique is by building routines. These are short, clearly defined sequences of behaviour that enable us to know automatically what I need to do and when — eg transitions, lesson entry, lesson ends...



### 7 COMMUNICATION

The best way to communicate all behaviour instructions is to make sure they are always:

- clear (unambiguous)
- concrete (give examples)
- sequential (do x, then y, then z).



### 8 BEHAVIOUR FEEDBACK

Lastly, teachers must use effective behaviour feedback mechanisms, i.e. sanctions and rewards, but also reinstruction, nurture, consequences etc. Sanctions must be highly consistent, or they lose efficacy. Rewards can be less so.

