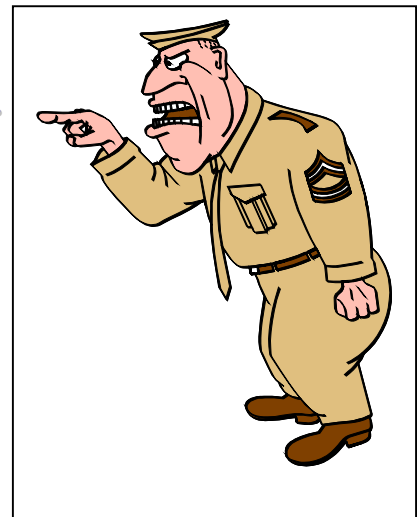


# Essential qualities !

The way that we handle misbehaviour is a key to the problem of behaviour management rather than the misbehaviour itself.....

**We need to avoid aggression which can easily cause escalation and confrontation and instead defuse and resolve the situation.**

*Along side each of the following qualities ✓ or ✗ the ones that are likely to reduce misbehaviour/confrontation consider how we recognise the quality in a colleague.....  
Being.....*



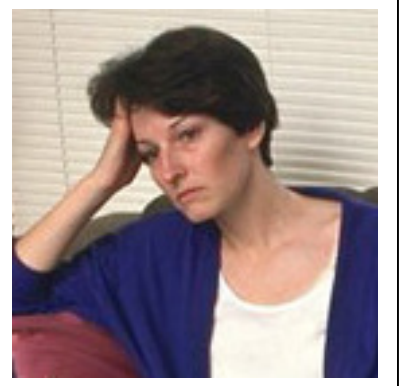
Fair	Confident	Calm
Hurried	Quiet	Patient
Hesitant	Firm	Good humoured
Organised	Easily persuaded	Knowledgeable
Persistent	Anxious	Sarcastic
Hasty	Loud	Unobstrusive
Opinionated	Dominant	Relaxed
Inflexible	Angry	Stressed
Defensive	Tense	Purposeful

# Body Language..... 😊 ☹️

*We all convey subconscious messages to other people through body language -*

*Suggested reading -*

*Body Language - Susan Quilliam. Carlton Books 1 84442 675 0*



*Downcast eyes can indicate.....*

*Folded arms can indicate.....*

*Hunched shoulders can indicate.....*

*Hands on hips can indicate.....*

*A smile can indicate.....*



*Invading another person's space (the comfort zone) and standing too close can indicate.....*

*Shouting can indicate.....*

*Moving too quickly and waving your arms about can indicate.....*

*Keeping your eyes focused on somebody or moving them sideways can indicate.....*

*Standing over somebody can indicate.....*

*Crouching down to a student's level can indicate.....*

**Ref. BEH5**

# Increase Your Self-Esteem



*Create a vision of what you want and plan how you want to achieve it*

*Share your vision to increase your motivation*

*Develop your library & behaviour management expertise*

*Build positive relationships with the students - try to understand their needs & culture*

*Gain the confidence of senior managers*

*Take time out of the library - use the staffroom and avoid professional and personal isolation*

*Liaise and work with the teaching & support staff*

*Maintain open lines of communication with your line manager*

*Network - with other colleagues and your SLS & SLA*

*Talk positive - what can I do to improve/ develop a situation ?*

*Realise that sometimes we all have a bad day !*

Ref.BEH6B

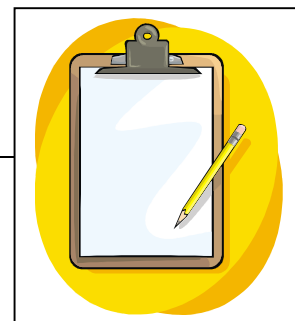


# Your present status/working conditions

Never mind the students – let's start by getting other things in place.....

Please ✓ or ✗ as appropriate

Seen as an equal with teaching staff - rights/responsibilities	
Have a clear & adequate line management structure	
<i>Have regular contact with your line manager</i>	
<i>Have a clear job description</i>	
<i>Join appropriate meetings</i>	
<i>Regularly visit the staff room to chat with colleagues</i>	
Are a part of the school's appraisal scheme	
<i>Have knowledge about school developments</i>	
<i>Have knowledge and understanding of school policies</i>	
Have appropriate curriculum knowledge	
<i>Understand your current literacy development role</i>	
<i>Appear in the staff handbook</i>	
<i>Have been part of the inspection process</i>	
<i>Lead appropriate staff training sessions</i>	
<i>Join appropriate staff training sessions</i>	
<i>Take part in new induction sessions - staff, parents etc</i>	
Take part in parents' evenings	
Have regular access to professional development	
Have regular time for meal breaks away from the LRC	
<i>Have the support of other staff</i>	
<i>What have we missed ??</i>	



# Our LRC Environment



What messages does it give to users ?

How does it promote "calm"?

Is it as good or better than other parts of the school ?

***Positive features -***

**Things to think about -**

# Perceptions

*What is the LRC for ?*

*Who thinks what ?*

*What happens if the groups have different perceptions ?*

Please read each suggestion and initial

**T** for teaching staff **S** for students **L** for LRC staff **SMT**

**It is a place to**

<i>keep dry and warm</i>	
<i>read the TES and look for another job</i>	
<i>browse the shelves and ICT</i>	
<i>do some homework/unfinished work using ICT or books</i>	
<i>do some revision - for a test/exam/SATs/ GCSE etc</i>	
<i>use if PE/Games is impossible</i>	
<i>raise literacy standards and student performance</i>	
<i>find out what's on TV tonight or talk about last night's TV</i>	
<i>find some project/course work information</i>	
<i>use as an exam room &amp; maybe use LRC staff to invigilate</i>	
<i>hold a meeting</i>	
<i>eat lunch/have a drink</i>	
<i>chat with friends</i>	
<i>enjoy a good read</i>	
<i>casually read a paper or magazine</i>	
<i>send/receive emails/text messages/phonecalls/ring tones etc</i>	
<i>send disruptive students</i>	
<i>talk to library staff about problems at home</i>	
<i>practise information literacy/learning to learn skills</i>	
<i>enjoy a sweet/chewing gum</i>	
<i>do a detention</i>	
<i>learn more about a hobby/interest</i>	
<i>copy/print off somebody else's homework</i>	
<i>play a computer game</i>	
<i>have a game of chess or similar</i>	
<i>put a sick student</i>	
<i>mark a pile of assignments</i>	
<i>put a class in the absence of a teacher</i>	
<i>use a photocopier or scanner</i>	
<i>listen to a personal stereo</i>	

# Responsibilities and a duty of care

Managing Behaviour in the LRC

To what extent do you have a responsibility to promote positive student behaviour through your work in the LRC a member of the school's staff ?

What can the students expect from you ?

What responsibilities do the students have towards you ?

What responsibilities can you expect from the school ?

**Modelling is an essential way to develop positive behaviour....**

List up to FIVE expectations for behaviour you would want to emphasise across the school - staff and students

1)

2)

3)

4)

5)

Ref.BEH38

# ADHD

## Symptoms..

### *Inattention*

*Overactivity & noise*

*Physical restlessness*

*Instability*

*Impulsiveness*

*Clumsiness*

*Easily distracted*

*Low self esteem*

*Shunned by peer group*

Attention

Deficit

Hyperactivity

Disorder

1:20 students

4x boys than girls

Brain disorder

Drugs will help

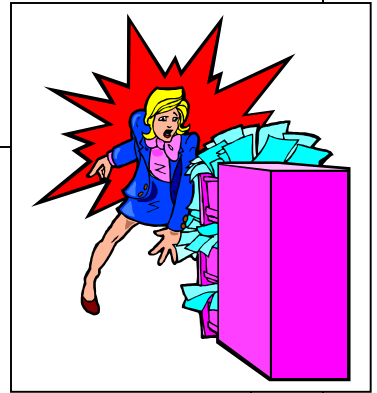
## Strategies might well be...

- ✓ Seat student with mentor/same year group  
who can be positive role models away from noise
- ✓ Activities should often be visual or  
kinaesthetic rather than auditory ~ try to give  
very clear instructions - Bite size if possible...
- ✓ Help is often needed with time management &  
personal organisation - cluttered files, books etc
- ✓ Encourage the use of personal checklists
- ✓ Expect/allow movement after a few minutes -  
hopefully work directed
- ✓ Use positive feedback
- ✓ Use positive discipline rather than threats of  
punishments

Ref.BEH43

# School Behaviour Policies

*List 3 key points from your school policy....*



*Action you are asked to take in the event of ~*

*1) a minor incident:*

*2) a major incident:*

*Strategies used by the school to deal with behaviour problems*

*✓ or ✗ those you feel are effective.....*

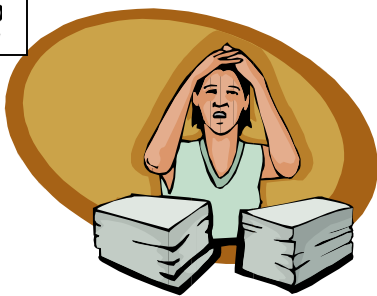
**Showing your feelings !  
Match to the pictures !**

- Body language -  
Anger  
Worry  
Love  
Happiness  
Sadness  
Boredom  
Fear  
Frustration

1



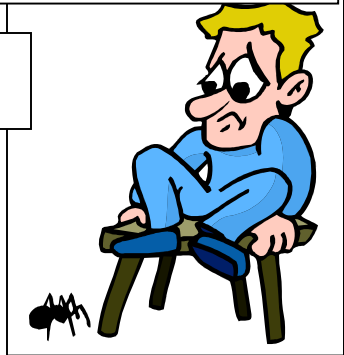
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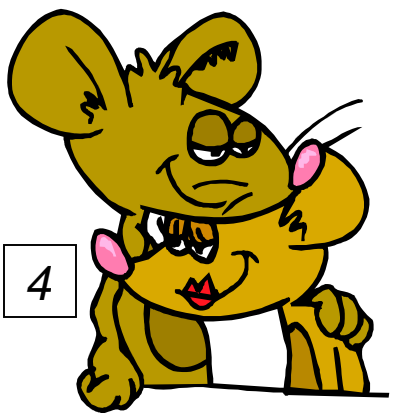
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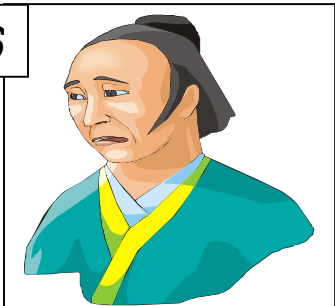
5



4



6



7



8



## Managing LRC Behaviour...

*As others see us.....  
Pupil perceptions of the teacher (& the librarian)*

*Behaviour ultimately is about whole school ethos and personal relationships of course but how do they see you as a person....?*

<i>Quality</i>	<i>You on a daily basis ?</i>
<i>Is kind</i>	
<i>Is generous</i>	
<i>Listens to you</i>	
<i>Encourages you</i>	
<i>Has faith in you</i>	
<i>Keep confidences</i>	
<i>Likes dealing with children &amp; YP</i>	
<i>Likes being a librarian</i>	
<i>Takes time to explain things</i>	
<i>Helps you when you ask for help</i>	
<i>Tells you how you are doing</i>	
<i>Allows you to have your say</i>	
<i>Doesn't give up on you</i>	
<i>Knows lots of things</i>	
<i>Cares for your opinion</i>	
<i>Keeps the library neat and tidy for us</i>	
<i>Makes you feel clever</i>	
<i>Treats people equally</i>	
<i>Stands up for you</i>	
<i>Tells the truth</i>	
<i>Is forgiving</i>	