

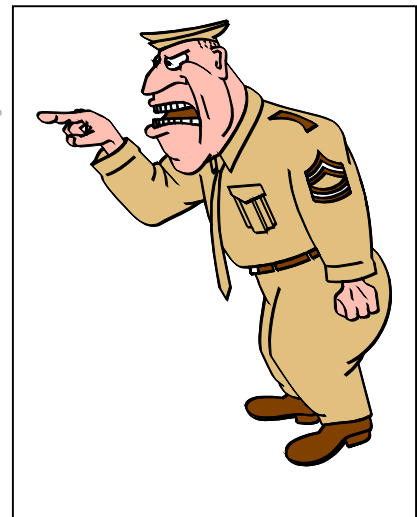
Essential qualities !

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.....



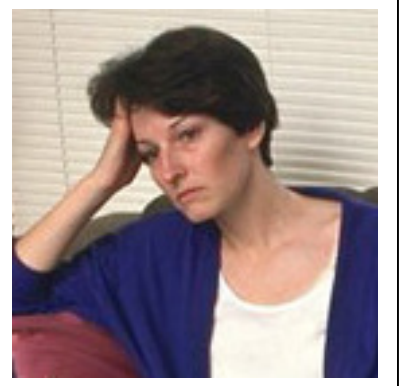
| | | |
|-------------|------------------|---------------|
| Fair | Confident | Calm |
| Hurried | Quiet | Patient |
| Hesitant | Firm | Good humoured |
| Organised | Easily persuaded | Knowledgeable |
| Persistent | Anxious | Sarcastic |
| Hasty | Loud | Unobstrusive |
| Opinionated | Dominant | Relaxed |
| 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

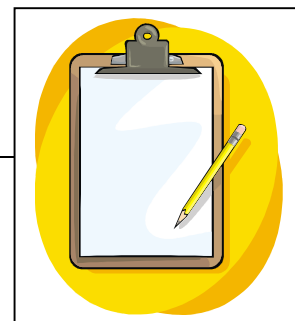


Your present status/working conditions

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 & 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

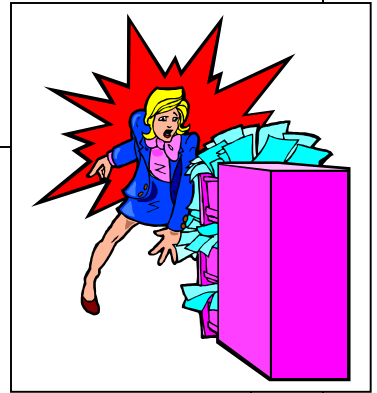
Strategies might well be...

- ✓ 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 !*

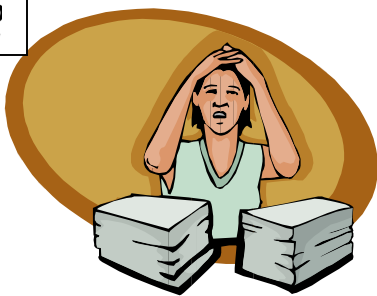
Body language -

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

1



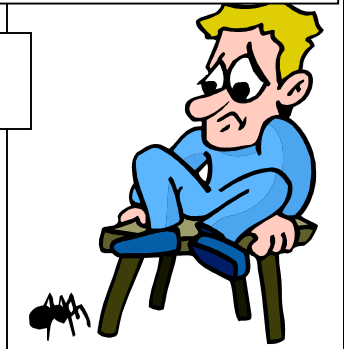
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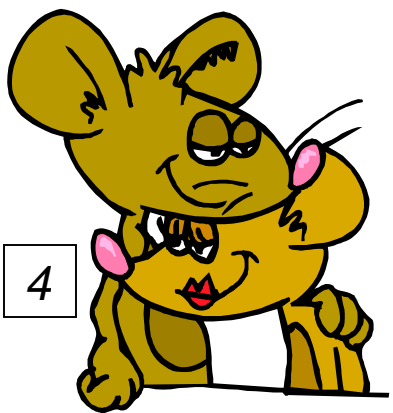
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5



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 & 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> | |