



**Ambition
Institute**

Early Career Teacher Programme

Using routines to
manage behaviour

Clinic 1

**KEEP
GETTING
BETTER**

Using routines to manage behaviour

As a new teacher, setting up routines in the classroom for aspects of the lesson that are often repeated, such as working with a partner, is a great way of making it clear to your pupils how you expect them to behave in your lessons. This is important for creating a safe environment for all pupils but especially those with special educational needs. When everyone is clear about the way they should act, it is easier to catch pupils who are not complying and remind them what to do. In this session, we help you to plan a new routine (or refine an existing one) and practise delivering it, so you are ready to establish it back at school to manage your pupils' behaviour effectively.

Learning outcomes

- > To know that routines are important for establishing a safe environment for all pupils (especially those with special educational needs).
- > To know some common routines to use in the classroom.
- > To learn the steps for planning a routine and practise using these.
- > To practise delivering instructions for a routine and receive feedback.

Reflection and implementation

Reflect on how you will implement what you have learnt in today's session back into your school.

Prompts:

- > What are the key ideas that you learnt about planning and delivering routine instructions today?
- > Think about your next week in school and identify when you will deliver this new routine, which you have planned/refined today.
- > Once you have delivered it once to your pupils, how will you establish this routine?

My key takeaways from today:

Reflection activity

Read this scenario and use the prompts to discuss with peers your experience of using routines in the classroom to manage behaviour.

Scenario:

Mr Price wants to have a classroom where pupils begin their learning promptly. However, only half of his pupils start the lesson in this way. The others eventually start following reminders but there is a pupil who often still refuses. Mr Price decides that a routine for starting the lesson will help with this.

Prompts:

- > Are there times in your lessons when pupils display off task behaviour which has the potential to develop into more challenging behaviour?
- > Do you have a routine to guide your pupils' behaviour for this part of the lesson?

Introduction to routines

Why are routines important

Classrooms work better:

- > easier to spot off task behaviour before it escalates
- > reduces negative behaviour
- > creates a norm for positive behaviour
- > a predictable classroom feels safe for all (especially those with SEN)
- > more time for learning
- > more pupil independence
- > more energy for teaching!

Activity

Read through the list of different routines and answer the questions below:

Examples of routines

- > Entry and exit

- > Materials- giving out and tidying up
- > Classroom transition
- > Answering questions
- > Pair talk
- > Group work
- > Homework- giving out and taking in
- > What to do if you're stuck

Questions:

- 1. Which routines do you currently use?**
- 2. Which would you like to introduce and why?**

Notes:

Model: Nick's entry routine

As you watch the video, pay attention to the following:

- > Instructions
- > Reminders
- > Positive reinforcement
- > **how this strategy would be relevant to your own subject and phase**

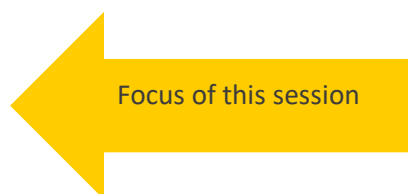
Notes:

Nicks' plan for routine

Steps	Plan for routine
1. Clarify routine and rationale	<ul style="list-style-type: none"> > WHAT am I expecting? When I stand outside my classroom, the class line up silently before coming into class to complete the starter task in silence. > WHY I need this routine? I need them to do this to have a strong start to lessons and not waste time settling.
2. Ideal pupil	<ul style="list-style-type: none"> > My ideal pupil sees me outside the room and lines up quietly and enters the room and starts the task in silence.
3. Instructions	<ul style="list-style-type: none"> > "Line up quietly and on my signal enter the room and start working on the starter task in silence."
4. Non-compliance	<ul style="list-style-type: none"> > Not lining up > Chatting in the line and on entering the class > Not starting work > Refusing to follow instructions after reminders
5. Planned response	<ul style="list-style-type: none"> > Non-verbal reminder for silence (finger on lips) and starting task (point to board) > Follow behaviour policy on sanctions and possibly seek support from senior colleagues

Overview of establishing a routine

1. **Plan a routine and practise delivering it**
2. Teach it to pupils
3. Reinforce
4. Revisit



Plan a routine

Planning steps

Step 1: Clarify routine and rationale
Step 2: Ideal pupil
Step 3: Instructions
Step 4: Non- compliance
Step 5: Planned Response

Model plan for a routine

Steps	Plan for routine
1. Clarify routine and rationale	<ul style="list-style-type: none"> > WHAT am I expecting? When pupils engage in pair talk, they know who to work with and to sit up and face the speaker, silently listen and ask polite questions when the speaker pauses. > WHY I need this routine? To ensure that pupils know what to do when in pair talk and don't waste time asking clarifying questions or going off task.
2. Ideal pupil	<ul style="list-style-type: none"> > My ideal pupil knows who their talk partner is and how to take turns being the speaker or listening. They sit up, face the speaker and listen silently, only asking polite questions when the speaker pauses. They discuss the content expected in the lesson.
3. Instructions	<ul style="list-style-type: none"> > "Your talk partner is the person sitting next to you. Partner A, this side (point to left). Hands up partner As! Partner B, this side (point to right). Hands up partner Bs! Partner A speaks first, and partner B sits up, facing partner in silence (non-verbal reminder- finger on lips). They ask polite questions when partner A pauses. Then on my signal, swap roles. (Cold call) What does partner A do first? (Cold call) What does partner B do? Off you go! Good 'looking at your partner', Hanan!"
4. Non-compliance	<ul style="list-style-type: none"> > Chatting about other things. > Looking out the window. > Not listening to partner. > Interrupting partner.

5. Planned response	<ul style="list-style-type: none"> > Chatting about other things- point to the content on the board. > Looking out the window- point to face looking at partner. > Not listening to partner- tug on ear. > Interrupting partner- finger on lips.
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Success criteria cheat sheet

Description	Feedback
Manageable	> break it down into a sequence of steps
Specific	> Say <i>what to do</i> , rather than what not to do
Sequential	> Consistent language and non-verbal actions
Visible	> Make sure you are able to see compliance
Check for understanding	> add a check for understanding question.
Non-verbal	> add a non-verbal reminder for non-compliance.
Voice and body language	> deliver instructions using your voice and body language to engage pupils e.g. smile, enthusiastic voice

Your plan for a routine

Steps	Plan for routine
1. Clarify routine and rationale	<ul style="list-style-type: none"> > WHAT am I expecting? > WHY I need this routine?
2. Ideal pupil	

3. Instructions	
4. Non-compliance	
5. Planned response	

Practise delivering a routine

Listen to my delivery and provide me with feedback using success criteria cheat sheet.

- I like the way you...
- Next time try to....

Notes:

Your turn: Deliver routine

Deliver the instructions for your routine to a partner.

- > Your partner should act as a non-compliant pupil and require a non-verbal reminder.
- > Your partner should provide feedback on:
 - your delivery

- your planning
 - > Make changes based on feedback
 - > Re-do
 - > Swap roles

Notes: