



TOM BENNETT
T R A I N I N G

Levelling the Playing Field:

**Behaviour, Boundaries and
Belonging**

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- Children's behaviour is highly related to their home environment
- Behaviour is learned from these environments
- Behaviour is teachable- the Behaviour Curriculum.
- Good behaviour is fundamental to all success outcomes for children
- Teachers must create the culture
- Culture is built out of habits, norms, and consequences.



Beginning a new class

- BEFORE: decide your routines, norms and boundaries
- PREPARE your classroom thoroughly. Be there first!
- GREET every student with eye contact
- DIRECT them to a seat by name
- FRAME the relationship
- TEACH the behaviour expectations
- PRACTISE the behaviour
- ASSESS their understanding.
- MAINTAIN boundaries
- RECAP learning

This should take the entire lesson.

The relationship trap

Placating

People pleasing

Submissiveness

Ignoring rudeness

Low challenge lessons

Endless unfun



So what are we aiming for in the classroom?

The teacher/ student relationship is where:

- Students know how WE will behave towards them and THEY know what we expect of them
- Students know that we CARE about them, care about their safety, success, dignity and the environment they grow in.
- All of these behaviours are aimed at SUCCESS. Safety, dignity, a calm environment.



Relationships

We build relationships by:

Being TRUSTWORTHY

Being PREDICTABLE

Being RELIABLE

Having CLEARLY UNDERSTOOD
EXPECTATIONS

Having CLEAR BOUNDARIES and
CONSEQUENCES

Demonstrating HIGH REGARD and
CARE





RELATIONSHIPS AND BOUNDARIES

Every relationship needs boundaries

Children who never hear no, never learn
to value others' needs

Boundaries need consequences

Deferred gratification

'I can do as I please...'



Belonging

- Identifying with a group raises the motivation to conform to the norms of the group
- Group goals become personal goals
- Reluctance to avoid social penalties acts as a deterrent
- Conformity and non conformity



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TRAINING

Any questions?

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