Business Management Framework
Learner Behaviour Management Guidance

1.   Scope

1.1 The purpose of this policy document is to provide guidance to staff in techniques to use to manage the behaviour of learners by identifying our expectations, responsibilities and good practice in relation to the management of behaviour.

1.2 This policy should be read in conjunction with the following policies, procedures and guidance:
   ☐ Safeguarding Policy statement HS-03A
   ☐ Safeguarding Alert Process Flow Chart HS-03C
   ☐ Safeguarding Appendix Signs and Symptoms of Abuse HS-03D
   ☐ Equality & Diversity Policy Statement BM-10A
   ☐ Equality & Diversity Policy BM-10B
   ☐ Glossary of terms & guidance notes BM- 10C
   ☐ Learner Disciplinary Procedure BM-14

2.   Principles

2.1 Train Limited (Train) aims to provide a learning experience which is of the highest quality. Disruptive behaviour in any form undermines this aim. It is the responsibility of all staff to challenge and address such behaviour in accordance with the Company Learner Disciplinary Procedure and other related documents.

2.2 Train recognises that the majority of its learners are successful in their studies and present few challenges. We must not confuse unacceptable behaviour with the "normal" pattern of behaviour of adolescents who are exploring and challenging boundaries.

2.3 Train wants to create an environment where learners work hard, take responsibility for their learning and be successful academically and socially. In doing so, Train needs to ensure that learners are aware of Train Rules and their obligations in relation to satisfactory standards of conduct and work.

2.4 Emphasis is placed upon staff to be pro-active in recognising the need for action. By intervening in a timely manner, it is often possible to help learners get "back on track" before they become too demotivated or demoralised. Approaches used should treat learners with respect and should be fair and consistent. Train recognises that consistency in approach is key in the effective management of behaviour.

3. Statement of Intent

3.1 Rewarding Learners/Positive Reinforcement

3.1.1 This is central to positive and effective behaviour management. Studies have shown that learners

respond to and are motivated by encouragement, feedback and praise. It is important that we reward those learners making sound progress. Staff should therefore reward success on a regular basis and if they are particularly pleased with learner's progress, they should nominate them for an award or some sort of recognition for their achievements.

3.2 Train Rules and Codes of Conduct

3.2.1 Learners sign a Learner Agreement (this may be a Prime Contractor's Learner Agreement where Train is acting as a sub-contractor); in which they agree to behave in an appropriate manner. The Learner Agreement outlines the behaviour expected from learners, but in a rather general way. For some learners this does not seem to be explicit enough and so to supplement this, especially for 16-18 year old learners, Train has produced a list of Company Rules which specifies behaviour that is required and behaviour which is unacceptable. This itself is supplemented by specific codes of conduct or procedures for designated business areas.

3.2.2 Tutors should ensure that learners are familiar with these rules and associated codes of conduct during induction and ensure they understand the required standards and expectations.

3.2.3 Train has developed a tariff of sanctions that can be issued where learners break rules and codes of conduct. Tutors need to apply sanctions with common sense. Informal verbal warnings for all but serious misconduct offences may be the initial response to a single instance. Where it is judged appropriate to issue a formal verbal warning; it is important that a written note of this warning is placed in the learners file.

3.3 Academic Performance

3.3.1 Poor academic performance is not in itself a disciplinary offence. However, there are often links between poor performance and unacceptable behaviour in the classroom. Early identification of poor performance is critical so that support can be given and performance improved. Learners who are at risk of not achieving should be identified and appropriate support given by the course tutor or alternative sources of support identified (e.g. pastoral support from the Prime Contractor's/Referral partner). This can address issues such as poor attendance and non-submission of work. Advice should be sought from the Team leaders in first instance and then the Head of Quality if there is no evident improvement. The tariff of sanctions should also be referred to.

3.4 Attendance & punctuality

3.4.1 Monitoring of learner's attendance both authorised and unauthorised is important for academic and pastoral reasons, it enables the timely identification of learners who may be at risk in terms of progression or retention. TRN expect that all learners achieve a minimum of 97% attendance. There are many reasons a learner may be absence from learning and both repeated authorised and unauthorised absences should be monitored. Authorised absence for the purpose of this policy is when we as the education provider has agreed with the reason why the learner has not attended. We will agree with an absence if: You are too ill to attend the training centre and there are no concerns over authenticity. If you are off for a long time we may ask for proof from your doctor. Unauthorised absence for the purpose of this policy is when someone does not come to the training centre and gives no reason for their absence or does not contact their tutor. TRN will monitor both authorised and unauthorised absence
Early intervention actions can then be taken to support learners and encourage engagement with the programme. Research and experience where attendance has been routinely monitored shows that this

has a positive impact on learner retention, engagement and the learner experience. Learners that attend consistently and are punctual are more likely to achieve positive destinations. TRN monitor attendance through session registers and recording lateness, this allows us to identify and manage persistent absence or lateness. The purpose of monitoring attendance and punctuality is to ensure early intervention.

Poor attendance and punctuality can be an early indicator of worse behaviour to come. Disciplinary action needs to be taken at an early stage with learners who are establishing a pattern of poor attendance and/or punctuality. This action should follow TRN's Disciplinary Policy and be recorded in the learners file note. All forms of financial assistance have a very specific attendance requirement for payments to be made. Payments can therefore be withheld if a learner is not attending or contributing sufficiently in sessions. The tariff of sanctions should also be referred to.

3.5 Unacceptable Behaviour

3.5.1 Unacceptable behaviour should not be tolerated. The Learner Agreement, Train Rules, and codes of conduct lay down clear guidelines for standards of behaviour. There will be an expectation that the Disciplinary Policy will be invoked to deal with disruptive learners. At all times staff need to be conscious of their personal safety when deciding to take action. Staff should consider seeking assistance where necessary.

3.6 Disruptive Behaviour

3.6.1 The term *disruptive behaviour* describes patterns of repeated behaviour which significantly interrupt the learning of others or threaten their personal security or well-being, or bring the Company into disrepute.

3.6.2 It is not helpful to think of "groups" of learners as being the disruptors or to assume that a single approach or procedure will be effective in every circumstance. The roots of disruptive behaviour are complex and individual. They include: family disadvantage or dysfunction, poor parenting, negative experiences at school, bullying, difficulties in learning and psychological features. A range of approaches is therefore necessary, derived from and matched to individual requirements. Individuals and their behaviours should be considered in context to understand the origins of the behaviour and to provide an effective response.

3.7 Contact with Parents/Guardians

3.7.1 Increased levels of parental or guardian involvement should be sought through early and sustained contact with parents/guardians. This should be to relay good news as well as bad. (Sample letters are included in Appendix 1 of this document). Agreement to contact parents/guardians should be sought from the learner beforehand. Parents of new learners are given information about Train with contact names and numbers.

3.8 Pastoral Support

3.8.1 The funding Prime Contractor's/referral partner can provide pastoral support to learners. Staff should encourage learners to seek support and advice from the Pastoral Support Team. In some cases some learners may have problems that they either aren't addressing or aren't being supported in addressing and these could be undermining their efforts to study. Learners should be signposted or referred (with their permission) to an appropriate source of information, advice or guidance. The Careers Advisers are able to assist with careers education and guidance.

3.9 Role of Managers

3.9.1 Managers have an important role to play in supporting staff in implementing this behaviour management guidance. The Learner Disciplinary Policy must be applied so that learners are aware of the standards of behaviour expected and see Train enforcing these. Managers have a direct role in its implementation but all staff require support to ensure that it is fulfilled.

3.9.2 Designated Safeguarding Officers (DSO's) are appointed and can provide support or advice to staff. They are responsible for dealing with learner safeguarding incidents, assisting in investigations and making safeguarding referrals where required.

4. Train Company Rules

4.1 The following information for learners will be displayed around Train premises.

4.1.1 Train has developed a framework which outlines the standards of behaviour we expect to be demonstrated by our learners. This provides learners with a set of rules which will be supplemented by specific codes of conduct within Train designated areas; which your tutor will familiarise you with. It is behaviour that you can expect to see modelled by all Train staff.

Failure to comply with the rules will lead to disciplinary action being taken against you. If you are unclear about what any of these rules mean, please ask your tutor for an explanation.

Train Limited expects its learners at all times to:

1. Behave in a manner that is considerate, courteous and respectful to others.
2. Refrain from displaying discriminatory behaviour or attitudes or from bullying or harassing anyone.
3. Behave in a way which does not endanger themselves or others.
4. Treat the Train environment and property with care and respect.
5. Aim to achieve full attendance and be punctual to all classes (notifying a tutor if unable to attend or if running late due to a genuine reason by 8.45am)
6. Comply with all course requirements, completing work to the required standard and meeting deadlines for submission.
7. Refrain from smoking on Train premises.
8. Refrain from using foul, abusive or intimidating language.
9. Refrain from littering or spitting on Train premises.
10. Refrain from consuming food and drink in classrooms.
11. Leave mobile phones with the tutor during training activities.
12. Take responsibility for own health & well being; ensuring that any actions in own time or study time do not prevent themselves from participating in learning activities.
13. Refrain from taking any drugs or alcohol whilst undertaking their learning programme.

5. Managing Behaviour in Learning Situations

5.1 Some suggestions on how to prevent difficulties arising:
- Arrive before the learners and control their entry into the location.
- Keep learners busy and interested, stay focused on the goals of the session.
- Set your boundaries, lay down clear rules that are firm but fair and stick to them.
- Model appropriate behaviour, be calm, relaxed and amenable.
- Explain to learners clearly *what* they are doing and *why*.

- Show that you respect them as individuals and ensure criticism is constructive.
- Use humour – but not at learners' expense.
- Look for, and praise, on task behaviour.
- Keep yourself busy and active. Do not sit behind a desk, move around the room to give a presence.
- Be in control of the environment, move learners if necessary.
- Be prepared to be flexible, make changes if things aren't working.
- Be observant – watch what the learners are doing, listen to what they are saying.
- Encourage those who answer questions (incorrect answers can be used positively).
- Exude confidence, reassure yourself, and them, you are in control.
- Progress should be expected, recognised and rewarded
- Demonstrate assertive authority not oppressive control.
- Be aware of your non-verbal communication/body language.
- Steer clear of confrontational language.
- Only start when every learner is paying attention.
- Use deliberate silence, wait for and expect compliance.
- Take care not to reprimand the wrong learner.
- Facilitate smooth group working by defining roles.
- Be prepared to apologise if you make a mistake.
- Be consistent at all times with all learners.
- Provide differentiated tasks/texts where appropriate.
- Be prepared to discuss emerging issues with colleagues – share strategies and success.

5.2 Some suggestions on actions to take when difficulties arise:

- Stay calm and professional – do not lose your temper.
- Use different levels of your voice both louder and quieter, but do not start shouting continuously.
- Do not touch learners or throw things at them.
- Try to ensure that your body language is confident not aggressive.
- Do not invade a learner's personal space.
- Be firm but reasonable and clearly state consequences.
- Do not use sarcasm or denigrating humour to make them look and feel small.
- Do not let situations escalate – act early.
- Try to think how the situation might appear to them, how are they experiencing it?
- Only threaten reasonable actions – your bluff could be called.
- Wherever possible avoid punishing whole classes, rarely are all equally at fault.
- Do not get drawn into arguments with groups of individuals.
- Try to talk to individuals quietly in a one-to one, stress the adult-to adult nature of the relationship.
- At all times be aware of your personal safety and that of the other learners. If you need to get assistance, use a member of the group to get help, do not leave the class unsupervised where practicable.
- Avoid taking the behaviour personally and reacting on a personal level.

- Do not allow challenging behaviour to become free theatre.
- If you have to reprimand a learner, focus on the behaviour not the person.
- Deal with off task learners separately, make reprimands as private (as opposed to public) as you can.
- After any disruption re-establish a working relationship with the learner(s) involved as quickly as possible.
- Some situations, in the interests of safety, might necessitate instructing a group to leave the room.
- Following difficulties discuss the specifics of the situation with colleagues or your line manager.

6. Some examples of rewards

6.1 Staff who praise individuals and groups when it is merited, and who devise systems of rewards, create a climate in which learners' self-esteem is nurtured and misbehaviour becomes a less attractive way of obtaining attention. Positive recognition is crucial to motivating learners to succeed and it aids avoidance of the "criticism trap", a negative cycle of blame and recrimination that erodes whatever relationship exists between the tutor and learners.

6.1.1 Try to:

- Smile at him/her.
- Say thank you.
- Give thumbs up.
- Use his/her name.
- Notice and comment when he/she is doing as required.
- Praise privately for good work or behaviour.
- Give choices of activity.
- Use personalised praise.
- Put their work on display/make it public.
- Phone or send a letter to parents/guardians.
- Give written commendations.
- Refer to senior staff for additional praise/recognition.
- Provide a break from routine.
- Reward achievement and/or behaviour.

7. Some examples of sanctions/consequences

7.1 There will always be those learners who want to "push things as far as they can" and test staff. The purpose of a sanction is to put a brake upon the behaviour in question and set limits upon misbehaviour. Remember that sanctions are only one part of the planning. If staff rely on sanctions alone they will not be able to develop or sustain positive relationships, boost self-esteem or motivate learners to better things.

7.2 Staff should always dispense sanctions calmly – focusing on the learners behaviour not their character/personality- and should not be drawn into arguing the case with them.

7.3 Some things to consider are:

- Consider location layout.
- Use his/her name more frequently.
- Last out to break (keep back for a brief word).
- Give a rule reminder/issue a warning.
- Discuss the problem one to one with him/her.
- Pause (or stop the lesson for a minute or two).
- Stand near him/her.
- Repeat the direction you gave.
- Vary your tone of voice.
- Check for understanding.
- Praise those who have responded (to prompt those who haven't).
- Re-organise the way the class is taught.
- Eye-contact with frown/slow shaking of head.
- Arrange to phone/write to/meet parents/guardians.
- A formal verbal warning, recorded in their file
- Written and final written warnings sent to learner & parent/guardian.

8. Guidance for staff when dealing with difficult/challenging situations

- Avoid physical contact – do not touch.
- Never go into a dangerous situation alone – always seek assistance/back up.
- Ensure referral partners of learner(s) concerned are notified immediately of the incident so that it is followed up.
- Involve senior management if the incident is of a serious nature
- Contact the Police if required or if a criminal offence has been committed.
- Call for assistance if the incident requires it.
- Involve other staff who have been trained in conflict situations.

9. Abusive Behaviour

9.1 Train will not tolerate any form of abusive behaviour from learners, parents/guardians, employers and any other stakeholders. Posters incorporating the following wording should be displayed around Train premises and staff may refer to this when involved in any confrontation.
"We do not tolerate abusive behaviour! Our staff are here to help you. We will not accept any verbal, physical, racial, sexist abuse or any sort of discriminatory behaviour or attitudes towards anyone. We may take action against those who conduct themselves in such a manner."

Appendix 1

These are sample letters for staff to use. The office manager will arrange for letters to be sent out based on the advice or tutors. There are three letters:

1. Assignments not completed

This is to be used where learners are not completing assignments on time.

2. Letter to parent/guardian praising learner efforts.

Too often we contact parents/guardians only when things are going wrong. This is an attempt to encourage staff to contact parents/guardians when their son/daughter is producing something or doing something that is worthy of praise.

3. Letter informing parents of unacceptable behaviour

This letter is to be used as a preventative measure to try to respond early to unacceptable behaviour and is prior to implementation of the disciplinary policy.

Letter 1

Date

(Name of Learner)
(Address)
Address)
(Town)
(Postcode)

Dear *(Name of Parent/Guardian*

Re: Completion of Assignment(s)

Train Limited is anxious that all learners should succeed on their chosen course/programme. Failure to complete all the set assignments will jeopardise the chance of a learner achieving their qualification aim.

(A sentence giving details of the outstanding work). I shall be encouraging *(First name of learner)* to complete the outstanding work by *(Date)* and will appreciate if you can do the same. Failure to meet this deadline may lead to *(First name of learner)* being asked to leave the *(Name of course).* If you wish to discuss this matter further, please do not hesitate to contact me on *(Telephone number)*

Yours sincerely

(Name)

Course Tutor for *(Course Title)*

Letter 2

(Date)

(Name of Learner)
(Address)
(Address)
(Town)
(Postcode)

Dear *(Name of Parent/Guardian)*

Re: Outstanding Progress

It is with great pleasure that I am writing to inform you that your son/daughter *(Name of learner)* is making excellent progress on their *(Course details)*. He/she has *(Details of outstanding progress).* If *(Name of learner)* continues in this manner he/she will have an excellent chance of succeeding on their programme. I hope that you will feel able to offer *(Name of learner)* your congratulations

Yours sincerely

(Name)

Course Tutor for *(Course Title)*

Letter 3

(Date)

(Name of Learner)
(Address)
(Address)
(Town)
(Postcode)

Dear *(Name of Parent/Guardian)*

Re: Unacceptable Conduct at Train Ltd

Train Ltd is committed to ensuring that all learners are successful on their chosen programme of study. However, unacceptable behaviour can lead to individuals not performing to the best of their ability.

I have been informed that your son/daughter *(Name of learner)* has been *(details of the unacceptable behaviour)*. If this behaviour continues/is repeated it could reduce his/her chances of success. We would appreciate your support in encouraging your son/daughter to improve his/her behaviour. If there is no improvement, Train may need to take disciplinary action against your son/daughter in accordance with its disciplinary policy.

If you wish to discuss this matter further please do not hesitate to contact me on *(telephone number)*.

Yours sincerely

Operations Director

Appendix 2

Behaviour Management Techniques Examples

Name, Pause, Direction
E.g. "Jenny...(pause)...gum, bin, thank you"

"When...Then" Statements
E.g. "Sean, when you shout out then I can't hear other peoples opinion. When you put your hand up then I will listen to your opinion".

Redirection "What Should You be Doing"
E.g. Natalie is talking to another learner and has stopped working. Tutor would respond, "Natalie what should you be doing?" Learner is likely to start working immediately or reply "working". Tutor would then reply "start working then, thank you".

Partial Agreement – "Maybe, but"
E.g. (Learner) "David is giving me dirty looks", (Tutor) "Maybe he is, but I would really like you to continue with your work, thank you".

Agree with the Criticism
E.g. (Learner) "It stinks in this room", (Tutor) "I agree with you. Open the window and get back on with your work, thank you".

Search for the Grain of Truth in the Criticism
E.g. (Learner) "This lesson is boring, (Tutor) "Why do you say that?", (Learner) "Because all we ever do is write", (Tutor) "I can understand what you are saying and I will try and organise some practical work for next lesson".

Tactically Ignoring the Behaviour
E.g. A learner shouts out. You ignore the learner and praise those who have put their hand up; i.e. Well done Andrew for putting your hand up and not shouting out. Could you now tell me the answer?"

Non Verbal Privately Understood Signals

E.g. A learner is talking loudly. Get into the learners line of sight, establish eye contact and illustrate non verbal gestures to be quieter. When they have done what you asked, thumbs up with a smile.

Casual Comment
E.g. "Are you okay Steve?", "Is everything okay there?"", "What did you think of...?"

Proximity
E.g. Learner playing with an item when they should not be. Walk up near to the learner and the likelihood is that they will put it away, as they do not want you to see it out of embarrassment. Once they have put it away remind them to keep it away or it will be confiscated.

Positive Modelling
E.g. (Tutor) "Daniel do you notice how Christopher is....? Do the same, thank you".

Tutor Modelling Learner's Behaviour
E.g. A learner is shouting out, "me, me, me", etc. Tutor responds "What, what, what".

Rule Reminder
E.g. "Susan...(pause)... what's our agreement (rule) for when you want to ask a question?...(pause)...use it...thank you".

Appendix 3

Using the 11R Principles for Positive Behaviour Management

1. **Rules** – establishing rules makes learners feel safe and secure and confident to maximise their potential.

2. **Routines** – need to be taught and reinforced.

3. **Relocation** – where learners sit has a significant impact upon learning and behaviour.

4. **Recognition** – recognising and praising what students are doing well is powerful.

5. **Rewards** – rewards change behaviour, sanctions limit it.

6. **Responsibility** – the onus is placed on the learner to choose the appropriate course of action. Where the wrong choice is made there are consequences to their actions. The certainty rather than severity of the consequence is the most important thing.

7. **Remove** – a clear system must be in place to allow staff to remove a learner who is deliberately undermining the learning and/or safety of others. This is followed by the tutors actions afterwards to repair the relationship and reinforce their status.

8. **Relationships** – positive relationships are the key to encouraging good behaviour.

9. **Respect** – learners are more likely to give you respect if you are positive towards them. If you are disrespectful they are likely to be disrespectful to you.

10. **Reflect** – it is vital to evaluate your own practice and see other effective practitioners in action.

11. **Remember** – good behaviour and effective learning is likely to take place where the lesson is interesting, enjoyable and memorable.

Appendix 4

Three Behaviour Management Styles

Hostile	Non Assertive	Assertive
Loud voice	Looking scared or unsure	Calm quiet voice
Angry tone	Uncertain tone	Confident tone
Tense body language	Tense body language	Relaxed body language
Use of commands	Vague instructions/pleading	Clear instructions
Disrespectful language	Emphasis on Do not's as opposed to Do's	Emphasis on Do's
Invasion of personal space	Retreating	Use of low key cues
Threatening gestures	Empty threats	Reminders/"take up time"
Personal criticism	Turning away	Ready & frequent praise
Unrelenting eye contact	No eye contact	Careful scanning
Use of insults	Giving up	Polite persistence/use of "broken record" approach

Appendix 5

Do you?

Re lesson planning & content	Yes	No
Plan, evaluate & record effectively?		
Use appropriately differentiated materials?		
Promote positive communication?		
Have positive relationships with your learners?		
Encourage win- win outcomes		

Re Location organisation	Yes	No
Organise the physical layout of furniture and seating?		
Make effective use of wall space & display areas?		
Ensure resources are high quality & accessible?		
Group learners for a positive environment?		
Vary learner groupings for different purposes ?		
Prepare all activities well?		

Re the management of activities	Yes	No
Establish and teach rules & routines?		
Know that the rules & routines are well understood?		

Praise learners for adhering to rules/carrying out routines?		
Give the class/individuals regular praise & feedback?		
See routines contribute to a positive learning environment?		
Manage a smooth transition from one activity to another?		

DO YOU:		DO YOU AVOID:	
Apply rules fairly & consistently?		Blanket punishments?	
Treat everyone as an individual?		Preferential treatment for "easy" learners?	
Smile & great everyone?		Punish more often than you praise?	
Avoid confrontation?		Over reacting?	
Listen when learners are talking to you?		Sarcasm? Personal remarks?	
Deal with all misbehaviour?		Publically humiliating learners?	

Appendix 6

Behaviour Management: Using non verbal communication to create a perception of being in control

The suggestions here are based on "Body Language for Competent Teachers" Routledge 1993 by Sean Neill and Chris Caswell. They observed the body language of effective teachers and compared it to that of teachers who were experiencing difficulties. From the research they made some suggestions as to how effective teachers used non-verbal techniques to dominate situations. Their manner is confident and relaxed. In confrontations they are more decisive and don't get wound up, being less likely to shout. Effective teachers "convey by their manner that they expect the attention of the class". In contrast, ineffective teachers often pace up and down like caged animals, fumble or rub their faces, indulge in anxious self-grooming, or hide behind desks and piles of books. These are all unconscious actions correctly interpreted by learners as signs of weakness, uncertainty or even fear.

Neill suggests that:
"The way to give a convincing performance is very often to get yourself into a convincing frame of mind. If unconsciously you've convinced yourself, then you don't have any anxiety to betray........ To have a controlling role, you have to behave like someone who has a controlling role".

Some Examples of Non Verbal Communication (NVC) and Possible Interpretations

The numbered points relate to NVC, which the study considered was effective in asserting control in the classroom. The lettered points relate to those that the study suggests undermine discipline. Like everything else these are generalisations and will not apply to every teacher in every situation, however, they do give us something to think about.

Effective NVC

1. **Smiling**

Effective teachers use smiling to temper their control, but its meaning varies depending on context. "If the teacher smiles while criticising a child, it suggests that the teacher is enjoying the confrontation and has no doubt of winning". A smile given while failing to meet a challenge is a submissive gesture "and the mark of a loser". A smile and confident greeting as a teacher enters a room suggests confidence and control.

2. Leaning on Furniture

Obvious casual posture, used by effective teachers. With a recalcitrant class, "the lean on the table often with a hand on the hip, combines relaxed indifference (asymmetric posture and lean) with threat (hand on hip)".

3. Illustrative Gestures

Along with head movements and varied and imitative intonation, these are used by effective teachers to convey information in an interesting and engaging way.

4. Palm Forward or Palm Down

Used to enforce silence "while nominating the child the teacher wants to speak".

5. Puzzled Looks

"Effective teachers use facial expressions to signal to the class how they should react to material being discussed". When it is interesting they raise their brow, when it is difficult they concentrate, and at the end of phrases – corresponding to the punctuation marks in writing, and serving the same purpose.

6. Closing In

"Approach to a close distance intensifies the effect of communication between teacher and child. It also allows a quiet voice to be used. The child is likely to reply at the same volume". This is far more effective than shouting from a distance, which disturbs other learners.

Ineffective NVC

a. Gaze
In normal conversation, listener and speaker look at each other only briefly. When one speaker is talking to a group, the balance of gaze is disrupted. An anxious teacher "is likely to interpret this as threatening". If she then behaves in an uncertain way, her inability to cope will become obvious. "If she is uncertain she tends to avoid the gaze of the class, by looking at the register or her lesson notes, for instance. Avoid this as far as possible".

Even more undesirable is to avoid the gaze of the class by looking into the middle distance. Subordinates avert their gaze; dominants do not".

b. Self-grooming

"A nervous tick of which teachers are often unaware while their classes are only too aware". Examples – playing with our hair, adjusting clothing frequently.

c. Looking Down

Looking down at a book or papers resembles the chin-down posture. This does not matter is it occurs only briefly, but if anxiety makes the teacher avert his/her gaze, the class may take advantage. Try to avoid the intermediate pattern, with chin down but looking at the class. This gives a "cornered impression".

d. Waiter Posture

"Clutching the textbook or whatever desperately to his or her chest as a shield against whatever the class may throw".

e. Licking or Biting Lips

"Anxiety dries up the flow of saliva. These movements are an unconscious reaction to the dry- mouthed feeling which results. Again, conveys uncertainty".

f. Standing Back

"Correcting a child while standing back is less dominant and will involve talk at higher volume, which is more likely to distract other children".