

# Culture, discipline, and the rules

In this first article of our series about managing behaviour in schools, we begin by considering some of the uses of 'policy' in the management of school behaviour. Schools across the UK will all have received instruction, guidance or advice (to extents that vary between England, Scotland, Wales and Northern Ireland) from their respective government bodies as to what a discipline policy should cover. Most school behaviour policies, at the most basic level, are based upon the prescription of a clear set of rules, rewards and sanctions meant to govern teacher-student interactions. Over the years we have become increasingly aware of the way those simple behaviour plans need to become more collective teaching-learning plans and connect with other support systems if they are to be part of a school policy that leads to successful practice.

In our work we have developed the Assertive Discipline method<sup>1</sup> so that it is not limited to classroom behaviour but informs the teaching and learning of responsible behaviour throughout the school system, applied to adults as well as students. So teaching staff do more than teach and review the behaviour plan with students; as part of curriculum delivery they also teach students the day-to-day routines needed for successful learning in their classrooms. Increasingly the management of learning and

In the first part of a new series, behaviour management experts Geoff Moss and John Bayley examine different types of school discipline policy and culture

the management of behaviour become one and the same thing.<sup>2</sup> In this article, then, we reflect on some aspects of school practice which can promote or undermine a successful behaviour policy using that expanded Assertive Discipline perspective.

At the beginning of the Key Stage 3 behaviour and attendance strategy is a list of items to be included in a discipline policy:

- teaching and learning
- roles and responsibilities
- code of conduct
- rewards and sanctions
- student support systems
- staff support systems
- parent support systems
- monitoring and evaluation.

Most recent advice has emphasised the importance of using an audit approach. Audits not only tell us what is going on in our school but they can also unite staff in their attributions about students' behaviour.

Effective policy governs behaviour in organisations – and so does ineffective policy. Where staff are divided or the mission is unclear it is reflected in children's behaviour. In schools where behaviour is good there are open lines of communication between staff members and an agreement that they are responsible for student behaviour. In troubled schools there is often an undercurrent of staff disagreement and discontent.<sup>3</sup> In a sense, we can say that student behaviour starts in the staff room.

The attribution theorists underline this point by reminding us that in schools where behaviour is poor, students' conduct is often attributed to their characteristics or circumstances as in the phrase "What can you expect with kids like ours?" rather than to the practices of the school.<sup>4</sup>

These considerations are important because the day-to-day experience of many adults in the classroom and elsewhere is dominated by the stress of dealing with a range of difficult, sometimes challenging behaviours. These in turn give rise to stress reactions which are good for neither our health nor our clear thinking. Staff need the support of effective policy which will sustain the emotional, cognitive and behavioural skills that they as adults need – students' needs apart.

In schools and in wider society there is considerable discussion and anxiety about young people's behaviour. Many teaching and non-teaching staff are of the opinion that behaviour has got worse. It is worth looking as some of the factors that may be shaping that perceived change.

## *Children's rights*

Firstly, children's rights have moved to the centre of the stage in the past 20 years since the 1990 UN Convention on the Rights of the Child, the Salamanca Statement of 1994, human rights legislation in 2000 and the Disability and Discrimination Act 2001. This concept of rights has led to a change in our thinking about 'discipline'. Increasingly the idea of 'rules' that students must obey is being replaced by the concept of 'rights and responsibilities' that affect us all.

There is greater realisation, too, of the rights of children to be more involved in many of the decisions that involve their lives. We now expect to consult with students when we conduct special needs reviews. School councils are being given substantial resources. It is quite common to find students represented on governing bodies, and in some schools acting as observers at senior management meetings. Students may even be involved in the appointment of staff.

All this reflects an increasingly 'rights-based consciousness' in society at large. Some adults find it difficult to adjust to this shift in relationships between adult and child. Some discipline policies seem to have been written as if nothing has changed.

## *Teaching approaches*

Secondly, approaches to teaching have changed. We live in a post-Vygotskian world where teachers and students are expected to collaborate in the classroom. Differences in teaching strategy, together with a change in our students' concept of their role, means, for example, that we are less likely to teach children to be quiet and passive. This has an effect on our view of behaviour management. We are less likely to be teaching children not to talk and to put their hand up when they want to speak, and more likely to want them to talk at appropriate sound levels and keep their hands down so we can ensure that everyone participates.

In some schools students have been trained as observers to give feedback to staff on their teaching performance. Just imagine the profound change in teacher-student relationships that such a practice involves! So a prime objective of any discipline policy is to create the positive conditions for a new style of teaching and learning, in which ultimately self-directed learning may flourish.

## *Changing childhood*

Thirdly, the nature of childhood is changing. The technocultural revolution of the last decade has created a society where children and adults share much more of a common culture, so that many of the distinctions between adult and child roles have blurred. On the positive side children are more inclined to question, to be more assertive, and to have a kind of 'digital intelligence' that is not available to the older generation. On the other hand, they can become more individualistic

and less inclined to make effort at the behest of an adult. Some children at the extreme end of this spectrum can seem impossible to manage. So we may often see in our schools a mismatch between the teachers' expectations of how they believe a child should behave and the students' self-concept – their actual beliefs and attitudes about their role as learners.

We need a central concept to help us understand these changes, and to give purpose to our discipline policy. What we are experiencing in some of today's schools is that a 'traditional' approach to discipline, where we tell children what behaviour we require and then expect them to follow those rules, just doesn't work too well. As well as keeping order in our schools and teaching the curriculum, teachers are having to face the challenge of teaching and negotiating responsible social and learning behaviour. Within the English context at least, the Primary National Strategy has recently introduced the ideas of teaching social, emotional and behavioural skills (next to be piloted in the secondary curriculum).

How are we to achieve this? What we have seen is that the teaching of behavioural skills without the underlying understanding (which often appears to be happening with so-called 'positive behaviour management' approaches) will not transform the mindsets of disillusioned students. Meanwhile, exploring the underlying cognitive and emotional processes for their unacceptable behaviour with them (when so-called relationship-listening techniques are employed), but without deliberate instruction in the application of those behavioural abilities, won't skill the student in what to actually do. Neither approach on its own provides the repertoire of cognitive, emotional and behavioural understanding necessary to create the social competence that allows these children to engage positively in the classroom.

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Our approach has been to adapt the best of all these approaches into a more flexible methodology that we call 'social mediation'.<sup>5</sup> In this the teacher assumes the role of the behaviour coach and, like the coach, is not only instructing, but also modelling, encouraging, explaining, correcting and instructing all over again. Social mediation, then, is a deliberate and careful means of transmitting appropriate and effective social values in the classroom through a teaching and coaching process.

The process of social mediation requires that adults:

- develop a behaviour curriculum composed of those behaviours and procedures necessary for social and academic learning to take place
- are specific about what those behaviours are, and then carefully teach them in the situations where they are needed
- negotiate and mediate with those students who find these behaviours hard to learn, using a flexible range of Assertive Discipline strategies
- provide immediate and appropriately coded feedback to support the development of responsible behaviour and to correct inappropriate behaviour
- take a developmental perspective of these skills; they are engaged in a sometimes long journey from external to internal locus of control
- employ formative assessment rather than summative to guide future action.

At the classroom level, social mediation thus requires a learning environment which is 'psychologically' attuned to the thinking-feeling-doing interaction.

At the organisational level, adults reflect on and negotiate the power relations within the school or college, sometimes in respect of the whole body of students, as when we get students to give us feedback on teaching. Or it may be in respect of specific groups of children as when we look at the position of different groups in the school in terms of race or gender.

Authentic social mediation involves the development of values together with the refinement of the behavioural skill in performing social acts – sometimes through justifying reasons that may contradict the child's previous experiences and mindset. "The goal of teaching behaviour is not to have compliant students who dutifully sit quietly and follow their teacher's directions. It is to teach students to manage their own behaviour so that learning can take place – to make positive choices about how they behave, whether or not a teacher is watching."<sup>6</sup>

Social mediation puts a name to a process we have been developing for a long time, recognising that the work and training of teachers and schools have to be much broader than the formal curriculum and extend to some of the socialisation tasks that used to belong in the home. It leads to changes in everything from adults' conception of their jobs across to really detailed practices such as the micro-teaching of routines. Many teaching staff are sceptical of this point of view and, indeed, it must seem like pie in the sky in stressed schools. However, it does reflect a change that is going on throughout the western world.

The drive towards social inclusion, the extended school and the need for an increasingly broad curriculum

are starting to transform schools. Very soon we will no longer see the school as a grouping of teachers with a handful of support staff. Instead there will be a large community of practitioners working with children in a variety of ways, both within the formal curriculum and outside it. This is starting to change everything from our idea of school geography, rooming and layout right across to the structure of the curriculum and the combinations of people who deliver it. And it cannot fail to affect our view of behaviour management. The development of discipline policy needs to be aligned with these changes in school culture.

'Culture', in a social context, is that system of understandings, values and practices that a group uses to define, maintain and advance itself. The 'culture' that defines an organisation has been characterised as the product of a transaction between four interrelated factors: the structural form of the organisation, its core tasks, the diverse skills and attitudes of its people, and the methods or technology it draws on to accomplish its tasks.<sup>7</sup> We can adapt this model to consider the policy implications of our social mediation approach.

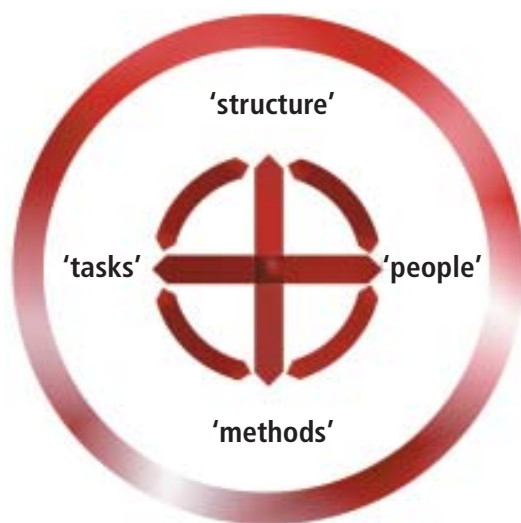


Figure 1: Organisational culture

### About structure

'Structure' refers to the way roles are organised, the 'lines of command', and the systems for decision-making, monitoring and evaluating. What are some of the structural tensions we commonly observe in respect of behaviour policy?

The role relationship between teaching and non-teaching staff can often be problematic. Differences in pay and conditions lead to differences in status, which can be a block to effective co-operation. Yet this is a critical relationship at classroom level. At the very least, we need to be clear about the role of teacher and teaching assistant in implementing and carrying out the behaviour plan at classroom level. In one school we worked in recently, a teacher and a TA turned around a difficult class by printing a behaviour plan with their photographs on it, announcing

their expectations, and taking it in turns to run the good behaviour raffle and make the positive phone calls at the end of the week.

In many schools the relation between special needs support and inclusion is still strained or ambiguous. Some staff are deployed looking after individual children with statements of special needs, while others are employed as mentors or playground assistants. In some schools this can add up to a small army of staff whose relationship to each other and to the behaviour plan is unclear.

The role of middle managers is expanding greatly. Whether they are heads of year, heads of department or principal teachers, if they are to support the social mediation process in school effectively then they will be expected to maintain contact with a large number of parents and to be the back-up managers for patrols, merit systems, and detentions. Many of them have a task that is simply impossible. In some schools we have seen this problem solved by providing middle managers with deputies, or with TA or secretarial support.

Lack of clear role definition on the senior management team (SMT) can lead to inconsistent decision making, especially in the area of sanctions. It can be useful to ensure that there is a lead manager for the behaviour policy. It is important to ensure that the right people are represented on the senior management team (it is still common to find that key players in pastoral policy are not represented on the SMT).

This opens the way to regular and effective review of behaviour policy. For example, we know of a number of schools that have successfully moved from external to internal exclusion. Not only does this reduce pointless home exclusions; it also focuses more attention on the children who do not 'fit in' and sometimes opens the door to consideration of alternative curriculum opportunities for students who do not respond to the academic curriculum.

### About tasks

The tasks for any school may seem apparent enough, but when we get down to the detail, there may be many differences of opinion about who does what. Is it really the job of each teacher to teach social, emotional and behavioural skills? Is that not only understood by all but also agreed by all?

The concept of social mediation implies an emotionally alert and responsive school. This in turn imposes new tasks. The first of these is regular re-teaching and review of the behaviour plan. In our experience, a behaviour plan needs to be discussed and re-taught with students every half term. We will go into the reasons for this in subsequent articles, but the main idea is that there are some students in every school who need this constant reinforcement and that it is best done in a whole-class context. This is often not done because it is not necessary for the majority of staff and students. However, without repeated reinforcement of the plan, the behaviour of some students starts to slip and we quickly get a growing consensus that the plan "does not work".

## Classroom culture? School culture?

How would you describe the 'discipline culture' of your school overall? Stern and severe, verging on the hostile? Easy-going and friendly, but with a tendency to let things go? Complaining and irritable, but mostly ineffective? Positive and strong, giving clear direction to and support for responsible behaviour?

Thousands of UK schools claim that their discipline policies and practices are based upon what they like to call 'positive behaviour management'. This often appears to be an abridged (and sometimes deviant) variety of the initial Assertive Discipline programme. In the current version of that programme we explain how adults' responses to pupil behaviour may be triggered by automatic thoughts and feelings, and hence are often reactive behaviours. Over a period of time these develop into habitual reactions to problem situations. We can describe these responses along the dimensions of active-passive and approving-disapproving, and from the resulting quadrants identify four 'teacher types' in terms of responses to challenging behaviour (see diagram).

In our new Assertive Discipline programme we say that if teachers wish to establish the positive conditions for learning with pupils who are still learning responsible behaviour then they must take a strong leadership role. The teacher's role is that of the professional adult. That doesn't imply always the didactic teacher. Sometimes the teacher may delegate responsibility for some classroom activities to the pupils, but it is the teacher who determines when one or another mode of behaviour and learning will be used. At the same time the teacher uses high levels of supportive feedback to encourage and reinforce appropriate learning behaviours, and takes corrective action in a calm, consistent manner.

However, there is also a negative-positive dimension as well. Sometimes teachers manage the behaviour in their classrooms as the 'disciplinarian' – taking a 'strong' leadership role but in a style that is more negative than positive. They use high levels of punishment to enforce their authority, and control more by fear than by

encouragement. They work in a 'I win, you lose' environment. We term this style 'hostile'.

Then there is that style that, while being very negative in its communications with pupils, is quite weak and ineffective as well. The teacher complains to all and sundry about bad behaviour but no-one takes any notice. This is the 'whinger' who creates a 'lose-lose' atmosphere.

Next there are those who are hugely positive but give no clear direction to the class. They are prepared to tolerate all manner of misbehaviour without imposing any limits. This works fine when the pupils themselves act responsibly and have internalised co-operative values. But when the pupils haven't, the teacher hands over control, allowing their pupils to win in terms of getting their own way. In this 'lose-win' scenario the teacher can become the 'martyr' in the classroom.

Our aim is to be both strong and positive – to give clear direction to behaviour in lessons, to be hugely supportive and positive of responsible behaviour, but to remain firm and consistent with misbehaviour. This is the 'assertive' teacher who creates a 'win-win' environment.

And it is not just the classroom but the whole school that can take on these characteristic coping patterns. What would you imagine your school feels like to its pupils? Does it provide a strong or passive lead? Does it provide a positive or negative atmosphere?

When we take this global perspective of a school's attitude to discipline, we may see that although they often claim to be espousing the same name methodology (e.g. "positive discipline", "discipline for learning") their actual approaches can be quite varied – some hostile, some passive, and some, indeed, assertive. We have offered some labels for these different discipline cultures (see diagram). You may come up with other labels for these types of institutions, culled from literature or film perhaps.

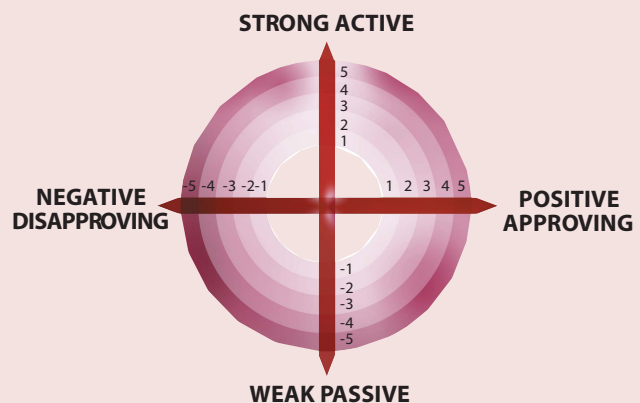
What sort of label might be applied to your school? Is there a description of 'school discipline culture' that can be applied overall – or when it comes to matters of behaviour management, does it depend on which classroom or teacher we are looking at?



## A discipline questionnaire

This questionnaire might be used with a sample (if not all) staff to get a sense of perceived school culture. It might be used with students to compare perceptions as well. Add the totals for each respondent and divide by the number of respondents to get the average score.

Respondents should read each statement and for each one circle the number in the range -5 to +5 that best fits their viewpoint of conditions in the school.



A: Your 'strong-weak' score

Add your responses for items            2 4 6 10 18

Reverse your score for items            1 9 11 13 15

Now add the total and divide by 10 to get your 'strong-weak' score.

B: Your 'positive-negative' score

Total your responses for items            8 12 14 16 20

Reverse your score for items            3 5 7 17 19

Add these and divide by 10 to get your 'positive-negative' score.

Plot your score on the scale to identify your position.

|    |   | never | rarely | somewhat | often | always |   |    |    |    |    |    |
|----|---|-------|--------|----------|-------|--------|---|----|----|----|----|----|
| 1  | Pupils can act as if they don't know the rules of good behaviour  | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 2  | Pupils follow adult directions straight away                      | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 3  | Teachers make good use of the detention/punishment systems        | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 4  | Adults provide clear direction to pupil behaviour                 | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 5  | The emotional atmosphere is negative and hostile                  | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 6  | Behaviour rules are clearly expressed and understood by all       | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 7  | Pupils who misbehave are quickly punished                         | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 8  | Pupils who behave responsibly receive positive attention          | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 9  | Pupils are slow to settle and don't spend much time on task       | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 10 | The mood in school is one of order and industry                   | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 11 | Teachers repeat directions many times before they are followed    | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 12 | You will see and hear lots of smiles and encouraging words        | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 13 | Lessons are often interrupted by inappropriate behaviour          | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 14 | Teachers use high levels of praise in response to pupils' efforts | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 15 | The mood in school is one of laissez-faire                        | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 16 | The emotional atmosphere is positive and friendly                 | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 17 | Teachers use high levels of sanctions for misbehaviour            | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 18 | Lesson routines are well established                              | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 19 | There is a lot of 'telling off' and reprimanding of pupils here   | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |
| 20 | There is a clear culture of reward in this school                 | -5    | -4     | -3       | -2    | -1     | 0 | +1 | +2 | +3 | +4 | +5 |

Figure 2: Some questions arising in behaviour policy

| STRUCTURE   | TASKS  |
|---|--|
| <p>We need to ensure that the structures we have in place for managing our discipline strategy are people-friendly. We will need in place:</p> <ul style="list-style-type: none"> <li>■ key roles with the time and resources to get the job done (Responsible manager on SMT? Right people on SMT? Sufficiently resourced middle managers?)</li> <li>■ communication systems that keep everyone informed</li> <li>■ procedures for referral of problem behaviour that give respite to classrooms but that don't end up disempowering teachers</li> <li>■ integration of teaching and non-teaching staff</li> <li>■ relationship between inclusion and special needs</li> </ul> | <p>We need to ensure that tasks are clearly identified, understood and agreed. We need to identify what is to be done, as follows:</p> <ul style="list-style-type: none"> <li>■ key staff will do to carry out policy</li> <li>■ what everyone will do to support the teaching of responsible learning behaviours</li> <li>■ the use we will we make of audits</li> <li>■ re-teaching &amp; review of policy</li> <li>■ involve students</li> <li>■ provide training</li> <li>■ develop teacher-researchers</li> </ul> |
| METHODS   | PEOPLE   |
| <p>We need behaviour methods that are both robust and flexible to meet the changing needs of today's pupils and to promote collaborative teaching and independent learning, as follows:</p> <ul style="list-style-type: none"> <li>■ explicit use of a continuum of skills</li> <li>■ behaviour coaching in the social mediation context</li> <li>■ auditing of staff skills</li> </ul>   | <p>We need systems for supporting staff in the course of acquiring new skills and for recognising staff achievement, as follows:</p> <ul style="list-style-type: none"> <li>■ ongoing support and coaching for staff</li> <li>■ a differentiated CPD programme</li> <li>■ training for middle managers in leadership of these approaches</li> <li>■ people talk honestly with each other about coping with change</li> </ul>   |

Assertive Discipline has always focused strongly on changing the behaviour of adults in order to effect change in the behaviour of children. This calls for regular training. We are used to doing one-off training sessions in schools and these are invaluable for kick-starting a new approach to behaviour or to assist in a review. However, real change comes from mentoring and coaching over a period of time. We are seeing more and more schools involving teachers as researcher-practitioners, working in pairs or small groups to tackle issues of behaviour or inclusion. In other schools we see staff using video and audio feedback to analyse and develop their practice in the classroom.

We have already mentioned the idea of training students to give feedback to staff on their performance as teachers. Increasingly schools are involving students in managing and assisting the school community as 'big brothers', 'big sisters', 'guardian angels' and mediators.

It will be difficult to accomplish these tasks effectively unless we have accurate information on what is happening and what students as well as colleagues are currently thinking. We will be looking at auditing processes in future



articles but it is clear that regular auditing will underpin effective behaviour management.

### About methods

In schools 'methods' refers to the strategies and tactics that make up the technology of teaching: the pedagogical science and the teaching art. Just as our students have changed over the last decade, so has our pedagogy: we have experienced an explosion of teaching-learning methodologies. When Assertive Discipline was first introduced into

the UK at the beginning of the 1990s it brought with it a realisation that the teacher skills for managing classroom behaviour could be defined and taught.

We may sometimes see in schools discipline policy driven by method ("in our school we like circle time", "we are introducing restorative justice", "we use solution focus", and so on). In the 2000s in England the DfES has promoted a huge increase in the number of such 'behaviour programmes' (although not all are evidence-based and necessarily define the teaching skills needed to put ideas into practice).

Assertive Discipline gives a robust framework for the management of behaviour, especially once we have grasped

the wider conception of social mediation. As we will explain in a later article, this expanded vision allows us to incorporate a range of behaviourist, cognitive and counselling approaches to the management of behaviour. This helps us to understand the importance of the audit of staff and student opinion about behaviour and community – and especially the importance of mapping the existing skills that staff deploy in supporting students' emotional well-being. After all, we need to use all the skills that are available.

### About people

We may have worked long and hard on clarifying the structure, tasks and methods of our discipline policy, and these are important considerations, but unless it is primarily a 'people-led' policy it will stand little chance of success. We need to ensure that as a collective we share the same core values about the purpose of our discipline policy.

Increasingly, emotional intelligence (EI) is being recognised as a prime requisite for effective strategic management, and of all the EI attributes, empathy is often singled out as the most important. We referred at the outset to the idea that open and constructive relations between staff are a key factor in promoting positive student behaviour. In schools where the level of rewarding behaviour towards children is low, the level of corresponding rewarding behaviour between colleagues is low as well. Often in training sessions we invite staff to tell us the last time someone congratulated them on a job well done, or gave them an effective and useful assessment of their performance. The responses to this question are highly variable.

So when policy deals with issues of staff development a key element in this must include 'leadership' – and in this context, that more often means coaching. Staff will be at varying levels of professional development when it comes to enacting the discipline policy. Thus the CPD programme needs to be differentiated. That means leadership style needs adjusting for the varying people needs.

For this reason, in our follow-up work with schools we apply situational leadership training<sup>8</sup> to help staff understand and use instructing, coaching, and empowering techniques at appropriate times. Such training helps managers to focus and work on staff relations – to put a 'positive discipline' policy into a positive CPD context.

Of course, while we are aiming for those collective core values, we need to appreciate the variety of talents within our staff. Within that diversity we will need the visionaries (as long as they are not unworldly), the zealots (as long as they don't lose empathy with other realities), the analysts (as long as they don't intellectualise the whole process into inertia), and the rank and file (as long as not too many are the tired and worn, or the cynical and resistant).

We have looked at the idea of policy in relation to behaviour management using key Assertive Discipline concepts as well as introducing the notion of social

mediation. Our aim has been to reflect on the long road travelled since a behaviour policy was little more than an elaboration of a behaviour plan, and we have used a simple model of school culture to generate some thinking about policy. In future articles we will elaborate on the development of policy in the day-to-day practice of the school.

In the box on the previous page we have shown some of the questions that have arisen from this approach. The list is not at all exhaustive but you may find this a useful model to generate discussion within your school.

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