

"We've got fabulous staff in school and they are willing to go that extra mile to find ways of working as best they can with youngsters." "We just try and meet all children's needs, whatever they need to help them."

"We're consistently getting folk in and working with our kids so that they can aspire and to increase their ambitions in life and I think that's the number one priority for us." "When children can see that they're being successful, that gives them a sense of pride again and it's going to link back to an improvement in their behaviour." "The rights of our children are number one in everything that we do. We always put their rights first because if the children's rights aren't being met they can't learn." "I am responsible for my kids, even the bad ones." "If I think it's unacceptable for a kid to stay in school, I need to make sure that he or she has a new place." "If the relationship is a happy one, behaviour management is probably not going to be an issue and learning is probably easier." "It's not the person that is the problem. It is the relationship that is the problem."

"If you have the intelligence to do it, it's okay if you're 20 instead of 18. Who cares?" "It takes time to motivate people. It's real one on one intensive." "The whole purpose of behaviour management is to support students in realising their potential otherwise there's no point in doing it." "The best teachers are probably the teachers who get on best with the kids, you know, in an educational way and I don't think you can do it without that." "If you're in a school where teachers have been there for 25 years and say I do like this and no one's telling me how to do it, then you'll never change anything." "They've just sprinted past my office, their shirts are out, they haven't done their homework, and they're late. Well, that could be three detentions in five minutes!" "Doing what we've always done doesn't make it good or the best way." "It's not about punishment. It's about helping them get back on the right track." "Yet opens the door to possibilities that actually it can change." "If children are just constantly told off or shouted at or whatever, it's just water off a duck's back." "We all make mistakes sometimes, don't we? We all make the wrong choices sometimes." "I don't think they think I'm not strict because it is tricky to talk to other people about how you feel. It's uncomfortable." "Doing more of what you've always done is more comfortable than doing something you've never done before, especially in a high-risk situation." "It's about belonging, fun, choice and power."

"Education moves on. It's a train that doesn't stand still and they'd been left on the platform, and that leads to frustration." "Why would you want to exclude from your community a child that you made a commitment to when they joined your school?" "Remember that we are talking about children and part of growing up is learning." "Ultimately, if you're going to be successful, you do need to know the child and you need to know what's influencing the behaviour." "I've never met a child who doesn't really want to succeed. They may struggle to communicate that or to show that, but every young child wants to be successful." "It's not about the punishment or reward, it's about day to day experience." "People think 'punish, punish' but they just see the behaviour. They don't see the needs of the child." "They feel like they're part of the school. They're not just a number or someone who turns up."

"The students like rewards. Who doesn't?" "I don't think there's a one size fits all approach to behaviour management. Every school is different. Every cohort is different." "The fundamental thing is that children need to understand that you're not going to give up on them." "If we're repeatedly doing the same thing and it's not working, then why are we doing it?" "Our responsibility is to try and be part of the solution rather than the problem." "I would have thought maybe a restorative approach might have more of a longer lasting impact than simply threatening or some sort of punishment." "We try and help the students to manage their behaviour by making changes as a staff." "Good leadership is about being open to challenge." "There are ways and means of exercising control without an excessive use of power." "A restorative approach doesn't always work. I know that, but then nor does it work booting a kid out for three days." "It's about accepting that every bit of behaviour that goes wrong is a learning opportunity." "The round hole into the square peg... it's just never going to happen." "Every child needs to have a chance to move on." "We've got fabulous staff in school and they are willing to go that extra mile to find ways of working as best they can with youngsters." "We just try and meet all children's needs, whatever they need to help them."

"We're consistently getting folk in and working with our kids so that they can aspire and to increase their ambitions in life and I think that's the number one priority for us." "When children can see that they're being successful, that gives them a sense of pride again and it's going to link back to an improvement in their behaviour." "The rights of our children are number one in everything that we do. We always put their rights first because if the children's rights aren't being met they can't learn." "I am responsible for my kids, even the bad ones." "If I think it's unacceptable for a kid to stay in school, I need to make sure that he or she has a new place." "If the relationship is a happy one, behaviour management is probably not going to be an issue and learning is probably easier." "It's not the person that is the problem. It is the relationship that is the problem."

"If you have the intelligence to do it, it's okay if you're 20 instead of 18. Who cares?" "It takes time to motivate people. It's real one on one intensive." "The whole purpose of behaviour management is to support students in realising their potential otherwise there's no point in doing it." "The best teachers are probably the teachers who get on best with the kids, you know, in an educational way and I don't think you can do it without that." "If you're in a school where teachers have been there for 25 years and say I do like this and no one's telling me how to do it, then you'll never change anything." "They've just sprinted past my office, their shirts are out, they haven't done their homework, and they're late. Well, that could be three detentions in five minutes!" "Doing what we've always done doesn't make it good or the best way." "It's not about punishment. It's about helping them get back on the right track." "Yet opens the door to possibilities that actually it can change." "If children are just constantly told off or shouted at or whatever, it's just water off a duck's back." "We all make mistakes sometimes, don't we? We all make the wrong choices sometimes." "I don't think they think I'm not strict because it is tricky to talk to other people about how you feel. It's uncomfortable." "Doing more of what you've always done is more comfortable than doing something you've never done before, especially in a high-risk situation." "It's about belonging, fun, choice and power."

"Education moves on. It's a train that doesn't stand still and they'd been left on the platform, and that leads to frustration." "Why would you want to exclude from your community a child that you made a commitment to when they joined your school?" "Remember that we are talking about children and part of growing up is learning." "Ultimately, if you're going to be successful, you do need to know the child and you need to know what's influencing the behaviour." "I've never met a child who doesn't really want to succeed. They may struggle to communicate that or to show that, but every young child wants to be successful." "It's not about the punishment or reward, it's about day to day experience." "People think 'punish, punish' but they just see the behaviour. They don't see the needs of the child." "They feel like they're part of the school. They're not just a number or someone who turns up."

"The students like rewards. Who doesn't?" "I don't think there's a one size fits all approach to behaviour management. Every school is different. Every cohort is different." "The fundamental thing is that children need to understand that you're not going to give up on them." "If we're repeatedly doing the same thing and it's not working, then why are we doing it?" "Our responsibility is to try and be part of the solution rather than the problem." "I would have thought maybe a restorative approach might have more of a longer lasting impact than simply threatening or some sort of punishment." "We try and help the students to manage their behaviour by making changes as a staff." "Good leadership is about being open to challenge." "There are ways and means of exercising control without an excessive use of power." "A restorative approach doesn't always work. I know that, but then nor does it work booting a kid out for three days." "It's about accepting that every bit of behaviour that goes wrong is a learning opportunity." "The round hole into the square peg... it's just never going to happen." "Every child needs to have a chance to move on."

Laura Oxley 2019 University of York