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What would you do if...?

A situation quiz for teachers · 15 fictional situations with a key · for your own practice or for a team of teachers

> In each fictional situation, let us choose the response closest to the programme's rules. Then let us check the key at the end of the resource. No scores and no diagnosis: the answers point to cards worth re-reading; they do not judge the teacher or whether the class listens to them.

Situations

01. We are starting work with a new class. Pupils ask who will set the rules for behaviour.

A. We read out a ready-made set of rules and close the conversation about rules.
B. We agree the rules together, write them down and repeat them regularly.
C. We wait for the first difficulties and define the rules then.

02. After a long stretch of work, pupils are fidgeting at their desks. We want to help them focus again.

A. We demand that they sit up straight and still until the end of the lesson.
B. We carry on without a break and tell them off more often for moving.
C. We offer a short, voluntary movement break and a return to the task.

03. A pupil says their phone explains tasks faster. We wonder what could encourage them to listen in lessons.

A. We build a relationship and a conversation that a screen alone cannot replace.
B. We focus all our pastoral effort on policing the phone ban.
C. We cut down on conversation so as to hand over more ready-made answers.

04. The class keeps interrupting us with one comment after another. We feel our pulse racing and start to raise our voice.

A. We immediately deliver a long speech about the class's behaviour.
B. We pause, calmly remind them of the rule and go back to the lesson.
C. We raise our voice even more to cut off the commenting.

05. A pupil has already had several behaviour points for similar behaviour. Another point brings no visible change.

A. We increase the number of entries, without changing anything else we do.
B. We consider that the entry in the behaviour log has completed our action.
C. We combine the record of information with a consequence and with appreciation of the behaviour we want to see.

06. A pupil is speaking louder and louder and is not taking in any arguments. We want to discuss what happened.

A. We see to safety and to lowering the arousal, and put the conversation off.
B. We demand that they look us in the eye at once and explain the situation.
C. We explain the effects of the behaviour in detail even though tensions are rising.

07. Someone swears in a lesson. The teacher's first thought is: "as usual...".

A. We say that the pupil has once again shown what they are like.
B. We get into a public argument about whether the pupil respects us.
C. We separate the person from the situation: "We do not swear in my lessons".

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08. We have observed several specific things a pupil did. The pupil denies it, and we want to hear their perspective.

A. In front of the class we demand that they admit to manipulating others.
B. We invite them openly to a conversation about the facts, without assuming a motive.
C. We open the conversation by explaining to the pupil why they behave like this.

09. A pupil with an education, health and care plan is highly aroused and poses an immediate risk. The other pupils are in the room.

A. We call for support, keep the pupil supervised and act according to procedure and our training.
B. We leave the pupil alone so that they can calm down.
C. We wait for a conversation with the parent before taking protective action.

10. A pupil has disrupted shared work. We choose a response that will help put the situation right and return to the task.

A. We set extra schoolwork so that the behaviour is not repeated.
B. We impose a severe sanction that was not agreed beforehand.
C. We use a known, proportionate consequence linked to the event.

11. After a fight, one pupil comes to us with a complaint first. The other already has many notes in the behaviour log.

A. We take the view that the longer history of notes settles who is to blame.
B. We hear both sides and establish the facts without prejudging blame.
C. We base our decision on the account of the pupil who came forward first.

12. We teach a given class only once a week. We want to build a bond, although we are not their form tutor.

A. At every meeting we listen to the pupils and address them with respect.
B. We put off building relationships until a longer trip together.
C. We limit contact to instructions and checking the work done.

13. A pupil often makes the class laugh and interrupts the work. Today we notice their calm effort on a task.

A. We announce to the class that the pupil is finally behaving well.
B. We briefly appreciate the specific effort so that only they can hear.
C. We pass over this effort, because behaving properly is their duty.

14. A pupil describes a difficulty and sees it differently from us. We have an idea for a solution and want to present it.

A. We interrupt, because we have already recognised a similar problem from another lesson.
B. We give the only way of doing it, without asking for their view.
C. We listen first, then share ideas and give them a choice.

15. A parent questions our description of their child's behaviour. We want to open an individual conversation about the difficulties.

A. We describe the facts with empathy and explain that we want to help the child.
B. We persuade the parent how many faults their child has.
C. We announce a referral so that the parent ends the dispute.

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Answer key

Let us compare the response we chose with the rule and go back to the card indicated. We do not add up correct answers or set score thresholds.

01 B. Agreeing the charter together also requires repeating it at least once a week; writing the rules down is not enough on its own. → in the programme book: the class charter and rules

02 C. The programme book recommends comfortable conditions and movement breaks. A short breathing pause is voluntary; a pupil may work quietly during that moment. → in the programme book: a lesson pupils can sit through

03 A. The programme book points to relationships and communication as the teacher's advantage. A phone ban alone does not replace that work. → in the programme book: smartphones and relationships

04 B. A pause and a calm reminder of the rule help to limit our own heated reaction. If the teacher's annoyance keeps the disruption going, calm can gradually put it out. → in the programme book: the teacher's own emotions

05 C. A behaviour point is a record of information; on its own it plays no corrective role. Appropriate consequences and noticing the behaviour we want to see are also needed. → in the programme book: negative behaviour points

06 A. First we see to safety, lower the arousal, make contact and redirect attention. The conversation comes once the child has settled down, without forcing eye contact. → in the programme book: slowing a pupil down before an outburst

07 C. Respect means referring to the situation without judging the person. The programme book recommends a second's pause and a short reminder of the rule. → in the programme book: the pupil who swears and shows contempt

08 B. The invitation should clearly indicate specific situations. We describe our observations without labels and without attributing a motive, asking for the pupil's perspective. → in the programme book: the pupil who denies and manipulates

09 A. Safety comes first: we call for support, keep the pupil under constant supervision and act in line with the school's procedure and our training. If necessary we call the emergency services. → in the programme book: an aggressive outburst in a pupil with an education, health and care plan

10 C. A good consequence is linked to the event, proportionate and known in advance. We do not use physical exercise or extra schoolwork as punishment. → in the programme book: punishment or consequence

11 B. We talk to both sides and do not pass sentence on the basis of the order of complaints or the history of behaviour points. Context may explain an event, but it does not excuse violence. → in the programme book: facts instead of judgements

12 A. A teacher who sees a class once a week can build a bond above all through respect and the language of empathy. Taking pupils seriously and listening to them matters. → in the programme book: a bond with the pupil

13 B. In this situation the programme book recommends brief, discreet appreciation of the effort. Publicly announcing praise for good behaviour can make the change in behaviour harder to keep up. → in the programme book: appreciation

14 C. First we listen and check our shared understanding of the situation. Sharing ideas and allowing a choice supports the pupil's sense of agency. → in the programme book: bridges instead of walls

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15 A. The programme book recommends the language of empathy and showing that we care about the child doing well. A referral serves to protect the child, never to pressure the parent in a dispute. → in the programme book: the parent who defends their child in the face of the facts

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More in the programme book — the topics indicated in the key for each situation. The index of symptoms at the end of the book leads from what you see in the classroom to the right card.

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