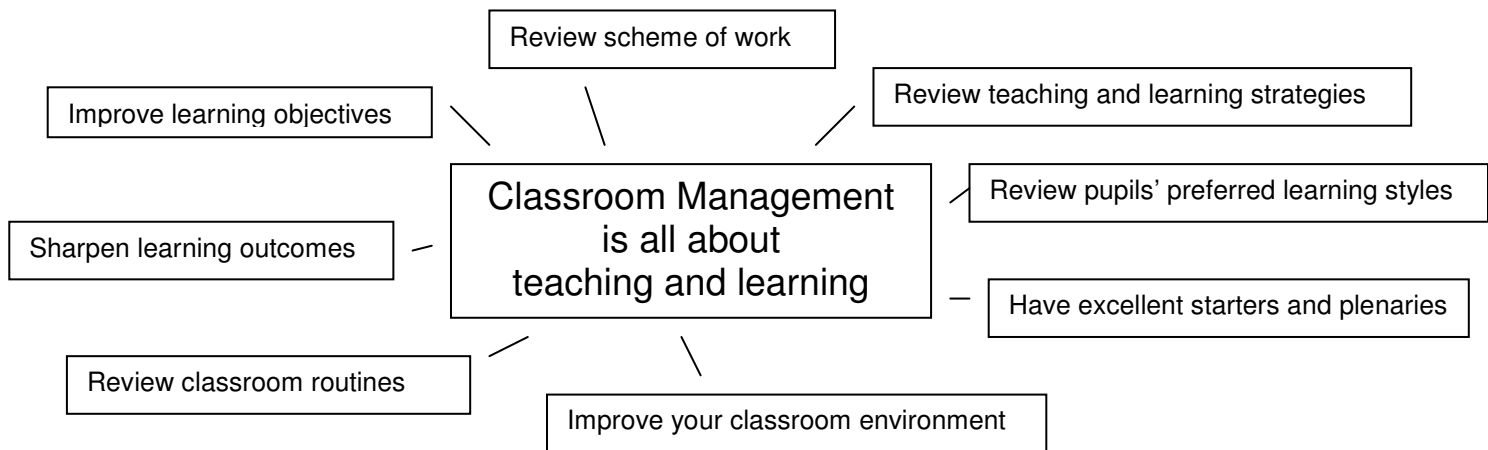


Classroom Management

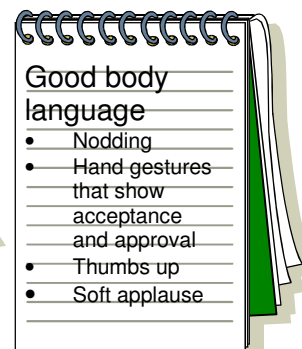
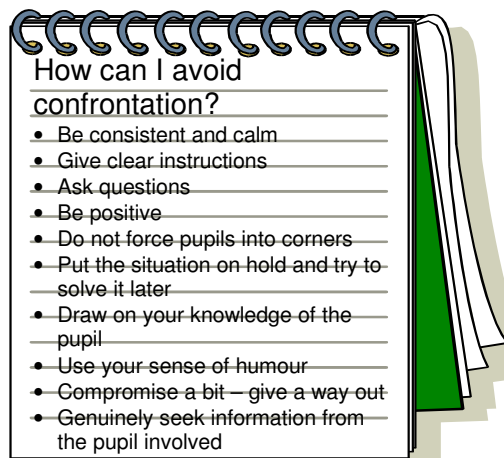
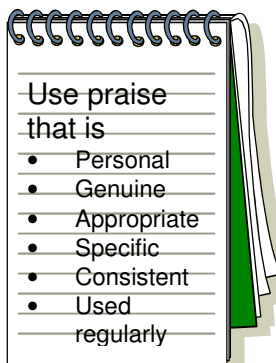
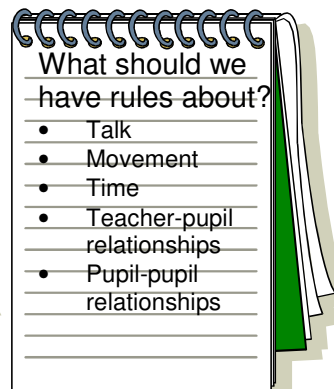
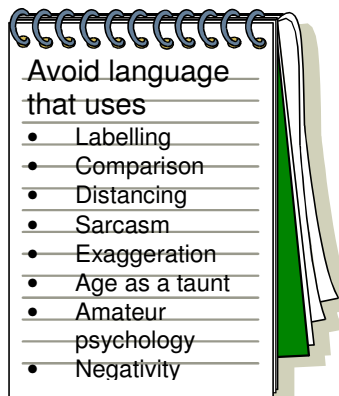
Management of pupil behaviour is about teaching and learning

How to get pupils to focus on learning

- Have high expectations of the pupils
- Apply rules, routines, sanctions and rewards consistently and fairly
- Use the language of mutual respect
- Avoid over-reaction and confrontation
- Use a range of techniques and strategies
- Have a positive approach to problem solving



Behaviour Checklists



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Two practical behaviour strategies

Classroom behaviour plan					Solution-focused approach
Rather than have a set of rules, create a behaviour plan. Copy and complete this table:					<ul style="list-style-type: none"> Think about the problem and put it on a scale of 1 (worst) to 10 (best). Now think about what the next point up on the scale would look like – that's what you're aiming for. Think of times when the behaviour doesn't occur – why? Are there times when the same behaviour makes you less angry – why?
	Covers	Example	Positive Consequence	Negative Consequence	
Movement	Movement into, out of and around the room Tidying the room and preparing to leave				
Learning	The way we learn in order to be most effective <ul style="list-style-type: none"> Group work Whole-class work Individual work Meeting new challenges 				
Communication	Noise levels Getting attention Working with a partner/group				
Mutual respect	The way we behave toward one another Manners and general courtesies Physical hurt				
Safety	Risk assessment Use of equipment General safe behaviour				
Problem solving/ conflict resolution	The way in which we solve difficulties Concentrating on solutions and answers				

Some techniques



Choice Give pupils some control <i>Put that in your bag or on my desk, please.</i>	Take-up time So pupils don't lose face <i>Open your book and start question 1. I'll just go & help James and then I'll be back to help you.</i>	Partial Agreement Deflects confrontation <i>Yes, you were talking about your work, but I would like you to ...</i>
Deferred consequences Removes the pupil's audience <i>I need to talk to you about that, Amy, but we can't do it now. I'll talk with you at 10:30</i>	When-then direction Puts it positively <i>When you've finished your work, then you can go out.</i>	Consequences and sanctions Follows school policy <i>Remember the school rule, Philip</i>
Privately understood signals Draws everyone in <i>Clap hands/raise hand to get attention</i>	Tactical Ignoring So attention seekers see there's no point <i>Say to someone else "Good, I can see you have your hand up, what's the answer?"</i>	Redirect behaviour Reminds pupils what they should be doing <i>OK Mark, we're looking at page 23</i>
<i>You can either listen or stay in at break</i>	<i>If you haven't got that book open in 5 seconds ...</i>	<i>Even if you were talking about your work, as you claim ...</i>
<i>That was unacceptable, Amy. Stay behind after the lesson</i>	<i>When you've learnt how to behave, then I'll help you</i>	<i>You do that once you get a pink slip, twice you get a detention, three times I send you to the head</i>
<i>Shouting for silence</i>	<i>Continuing to ignore the child, rather than the behaviour</i>	<i>OK Mark, we're not talking now, we're working.</i>

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