

Behaviour management

[Profession](#), [Teacher](#)



<http://www.teachernet.gov.uk/supplyteachers/detail.cfm?&vid=4&cid=17&sid=110&ssid=4030801&opt=0> Strand 1 Behaviour Management

Behaviour Management I found my observations very interesting as gave me the opportunity to focus on behaviour management, the response to pupils' behaviour and different techniques and strategies employed by different teachers and how well these worked. ' Behaviour management is the appropriate response to behaviour and appropriate management of the environment to minimise stress.' The first approach that I noticed in the lessons was that the teacher was always present before the class and that the pupils waited outside until invited in by the teacher. Also, the teacher did not start the lesson until all the pupils were quiet. I thought that these were very good techniques as it establishes a sensible tone conducive to learning at the start of the lesson. Something I think would be difficult to establish at any other point. It is important to assert...dominance from the start [and] establish the fact that the classroom is [his own] territory into which pupils can come. I saw how a positive attitude maintained by the teacher encouraged the rest of the class. This is reinforced by A positive approach was held by the teacher and seemed to encourage the pupils. I saw them respond very well to praise. ' Effective classrooms have a positive and purposeful atmosphere, where pupils and teachers feel valued' I saw the importance for consistency, when in the second lesson, the teacher told someone off for talking and the pupil objected saying that he was not the only one talking. He began to ask why had he been the only one told off and was very angry. While the teacher was dealing with this, I noticed that the rest of the class were beginning to talk. I have become aware of the balance

between The Elton Report was a significant report, commissioned by the government in 1989. Although over twelve years old, it is a seminal document which addresses the issue of behaviour management in a positive and planned way. It formed the basis for much of the current legislation and offered guidance for schools in drawing up their own 'behaviour policies' and 'codes of conduct'. What follows is a summary of the main findings and issues highlighted in the report. This will give relevant background and raise issues for current approaches to the management of behaviour and practices in matters of discipline. A whole-school approach

There is no doubt that the teacher's approach should be one of consistency and fairness. This will influence pupils' responses and attitudes. A positive approach

- Encourage good behaviour rather than simply punish bad behaviour.
- Policies need to make a clear distinction between appropriate and inappropriate behaviour, and should be clear on which behaviour is totally unacceptable.
- Teachers are committed to, and work within, this positive approach. Links between teaching and learning and pupil behaviour

The report establishes connections with the curriculum and overall classroom management and organisation. Further to this, everybody involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on pupils' behaviour. In this section

Optional task

'Teachers remaining calm when reprimanding pupils' 'The presence of clear and reasonable rules' 'the avoidance of extreme sanctions' 'fair warnings given of possible sanctions' Antecedents These refer to the contextual and causal factors of behaviour, such as:

- the school in relation to its culture and ethos;
- teacher and adult behaviour - how is this presented and expressed?;

· the classroom - is it a place that has a positive and purposeful atmosphere, where pupils and teachers feel valued and work together in a supportive and safe environment?; · a pupil's background is a powerful setting factor for behaviour; · there may be in-child factors: specific medical, psychological or neurological conditions that need to be addressed; · the curriculum should be clearly matched and differentiated - there should be planned continuity and appropriate progression; · the style of communication, body language and the language used are significant and powerful factors in setting a positive and purposeful climate in the classroom; · are rights, rules, routines and responsibilities clearly visible and understood (often referred to as the 4 Rs)? · enhancing the pupil's self-esteem; · assisting the pupil to recognise the effect of the behaviour; · teachers who are constructive; · making explicit what constitutes unacceptable behaviour; · where possible, fostering and encouraging parental support; · early identification; · good communication between social, health and education services; · controls, restrictions and sanctions that are fair, and consistently applied.