# Effective Classroom & Behaviour Management

# Introduction

The subject of effective classroom and behaviour management is an extremely complex and wide-ranging one that affects most teachers, especially at the start of their career. ‘Pupil behaviour is indeed an issue for most students in their first teaching experience’ (McNally et al, 2005, p.179). The role of a teacher is not limited to the delivery of her[[1]](#footnote-0) subject. More and more the teacher is also seen as the main provider of guidance in relation to behaviour and social development. Teachers also have to promote order to facilitate effective learning and achieve the goals set out in the Every Child Matters programme to prepare pupils for the world after school (Porter, 2004). Setting up a framework for classroom and behaviour management can help teachers to address this vital aspect of teaching allowing them to provide clear, consistent and considered guidance on appropriate behaviour.

The term itself is a complex one. ‘Classroom and behaviour management’ can be seen as how the physical environment of the classroom is laid out, how the children are arranged in groups, what resources are available in the room, as well as the management of the people within the classroom through rules, discipline and behaviour routines[[2]](#footnote-1). ‘Management’ could suggest controlling of pupils with the aim of achieving compliance through intervention (Porter, 2004) or else the guidance of pupils to facilitate learning. The term ‘effective’ also needs clarification, as it is not quantifiable. Effective could mean compliance, getting the class to be quiet so that we can teach, making sure that all work is completed.

This essay is intended to address the above and define effective classroom and behaviour management in relation to current theory and practice. It will provide a critical analysis of two of the most popular approaches in schools today, namely Bill Rogers’ positive behaviour management approach and the ‘rewards and positive discipline’ approach used in School X.

It will go on to identify the approach I feel is the most effective at classroom and behaviour management and analyse this further in relation to a specific pupil group, namely pupils with emotional and behavioural difficulties (EBD). This in turn will lead to the development of my own focus for block teaching experience one and the priorities I will set for effective behaviour management in the classroom.

**Approaches to Classroom and Behaviour Management**

Many theorists, both psychological and pedagogical, have put forward views on effective behaviour management, from which many approaches have been developed. Examples include Skinner’s behaviourism theory (Case and Breiter, 1984) suggesting that reinforcement of good behaviour through rewards leads to repetition of that behaviour, Glasser’s Control or Choice theory (1986, cited in Porter, 2000) which suggests that rather than controlling pupils we should give them choices (in their work as well as behaviour), Dreikurs’ democratic theory suggesting logical consequences for actions and goal orientation (Belvel and Jordan, 2003). Although the various approaches have (often subtle) differences, many are based upon a structured plan for behaviour management and most offer some kind of reward (physical rewards, reinforcers or positive feedback) and sanctions (prescribed, chosen or consequential).

**Positive Behaviour Management**

The first approach I would like to consider in detail is the positive behaviour management approach put forward by Bill Rogers (2007, 2006). The approach was developed through his experience as a teacher and teacher-mentor and is aimed at enabling teachers to “establish more co-operative classrooms where rights and responsibilities work together to the benefit of all” (Rogers, 2006: 4).

The approach centres on a behaviour agreement that establishes common rights (to learn, to safety, to respect), protected by rules and responsibilities that pupils have to uphold those rights for themselves and for others. It also contains classroom procedures that are used in each lesson. The agreement is taught to (and agreed with) pupils at the start of the year in the ‘establishment phase’ (Rogers, 2006) and reinforced through its consistent application.

Although the teacher has an authoritative role, it is not an authoritarian one. The teacher should be enthusiastic in teaching in accordance with the values of the behaviour agreement to guide pupils to take control of their own behaviour. Taking an interest in pupils’ lives and building positive relationships shows that the teacher cares and is involved in pupils’ learning.

The use of directional language and positive feedback help to express the above. Rogers suggests giving rule reminders and choices to redirect potentially disruptive behaviour while giving ownership to the pupil. Using directional phrases such as “Settling down now” (rather than imperatives or questions) and partial agreement (“Mrs Smith might let you do that…”) along with other cues such as tactical pauses, silence, eye contact, can all help to achieve, maintain or restore order. ‘Relaxed vigilance’ is another key element of the approach with teachers choosing to ‘tactically ignore’ behaviour that does not interfere with learning. These tools are all minimally invasive and allow the teacher to continue the lesson. Positive, descriptive feedback for appropriate behaviour also helps to internalise appropriate behaviour.

Behavioural consequences are given as inevitabilities for unacceptable behaviour. The consequences are linked to the behaviour and are backed up by behaviour recovery, which includes addressing reasons for behaviour, creating an improvement plan with teacher support and rebuilding relationships.

The teacher is encouraged to be a reflective practitioner, addressing behaviours and actions in their own rights and not letting emotion cloud judgement. Although a teacher cannot control the behaviour of others, they can control their reaction to the situation (Rogers, 2006). Rogers distinguishes between primary behaviour (the behaviour that broke the rule) and secondary behaviours (often unconscious reactive behaviour such as muttering, sulking, etc.) that can cause teachers the most frustration but should be ignored.

Rogers’ approach does not fit neatly into a theoretical category. The approach is not based on pedagogical research but was developed from a number of effective principles and practices to provide a practical framework. However, certain aspects of the approach relate to cognitive behaviourism (Gagné in Case and Bereiter, 1984) as through the positive feedback and behaviour recovery strategies that Rogers proposes, pupils are provided with the step-by-step support needed to get from their current behaviour to the required behaviour.

Elements of the approach also have roots in Vygotsky’s social constructivist theory of learning. Building on the theory by Piaget (Jarvis, 2005) that states we are agents of our own learning and need to understand the rules by which the world operates to increase our own reasoning, Vygotsky (1978, 1985 cited in Jarvis, 2005) asserts that people learn through social interaction. In practise, the teacher passes on information about correct behaviour and effective social interaction by teaching the behaviour agreement and implementing this in lessons. Through the establishment phase, Rogers addresses the Zone of Proximal Development (ZPD) (Vygotsky 1978, 1987 cited in Jarvis, 2005) in which the gap between what he child understands alone and what he can then understand through interaction with the teacher can be crossed, enabling the child to build his own links between behaviour and its outcomes.

In analysing the approach, it is clear that it also relates closely to other approaches. For example, building positive relationships. In learning more about the pupils in a class, the teacher will be able to address their individual needs. Glasser (1986 cited in Porter, 2000) suggests that individuals behave as they do because they think that the behaviour will help meet their needs. In recognising unvoiced needs and addressing these, the relationship with the pupil is strengthened (Atkinson et all, 2000 cited in Jarvis, 2005). Pupils will further be motivated to learn if they feel the curriculum is relevant – motivation is improved if positive outcomes are made meaningful and achievable (Powell and Tod, 2004). Through confident, enthusiastic teaching, positive feedback and an interest in pupils, Rogers’ approach enables this to happen.

Rogers does not talk about providing rewards to students in any great detail, concentrating instead on providing specific, descriptive positive feedback. This is advocated by Hook and Vass (2005 cited in Parry, 2007), ‘emotional feedback is the most effective form of reward.’ However, as the above quotation states, positive feedback is still a form of reward. In my opinion, it is not realistic that when leaving school, former pupils will continue to be rewarded with positive feedback quite so regularly for merely complying with the rules of an organisation. While self-esteem is therefore raised while the child is at school, it may be lowered once he leaves.

On the other side of the coin, we must also consider the effects of behavioural consequences. Rogers does not advocate punishment for punishment’s sake but suggests that there are behavioural consequences that must be followed up on and worked through enabling the child to learn and progress. Kohn (1999) agrees, stating that ‘a child’s misbehaviour is best construed as a ‘teachable moment,’ a problem to be solved together rather than an infraction that requires a punitive response.’ Further, Belvel and Jordan (2003) in their leadership model say we should focus on problem behaviour rather than a problem child, counselling the student and achieving behaviour recovery through facilitation. It is possible that a child may not have the verbal skills and self-esteem to talk through the behaviour recovery stages with the teacher (Porter, 2000) but the approach does break the process down into small steps to enable that to happen.

Rogers’ positive approach to a teacher’s self-perspective also helps teachers to respond calmly to disruptive situations. ‘Behaviour programmes start with the adults looking at their own behaviour and how they can control it to help a child develop strong positive responses to social situations ’ (Burnard, 1998: 4). However, I would question the effectiveness of this approach in practise. It is difficult to take a step back from situations and react calmly, especially as an inexperienced teacher. Sometimes there may also be personality differences that make it more difficult for a teacher and student to ‘get along’. Although the approach does give suggestions for dealing with difficult students, it does not guide teachers through a communicative dead-end. ‘His book appears to be concerned more with coping with the way things are than bringing about any change in the philosophical approach to teaching and learning’ (Golby and Viant, 2007: 242).

It is also extremely difficult for the student or beginning teacher to keep follow the different elements of the lesson plan, learn students names and make sure everyone is on task without having to run a dialogue and redirect disruptive behaviour before it occurs. ‘Concepts such as ‘relaxed vigilance’ and ‘tactical ignoring (Rogers, 1995)… are eminently sensible but may mean much more to experienced teachers than beginners with little experience of their own to relate to’ (McNally et al, 2005: 181). Having said that, behaviour management in the classroom is complex and changes daily according to the year group, ability and individuals one is teaching. Rogers’ approach at least provides some tools that can be used.

Rogers’ approach integrates the behaviour of pupils into a structured system that helps them to build their own understanding of the behaviour agreement and reasons for the content therein. It provides solutions that are also reflected by other practitioners. However, it is not a catch-all approach and many teachers may take the approach as a basis on which to build their own concrete strategies for dealing with problem students.

**School X Approach – Rewards and Positive Discipline**

The second approach I will evaluate is the approach used in School X entitled ‘Rewards and Positive Discipline’ (appendix A). It is based on the school’s ‘Enterprise Ethos (appendix B, displayed on every classroom wall) reinforced through the ‘Life Skills Policy’ (appendix C) and is intended to be a behaviour improvement programme (Hayden, 2008).

The elements of the enterprise ethos stem from the business and enterprise specialism of School X but they apply to most areas of school life and relate to the outcomes described in the government Every Child Matters: Change for Children strategy (2005). Its 3 main statements (accepting responsibility, being cooperative and caring for other and the environment) are used in dialogue with the students. In applying the policies that form School X’s approach, teachers must be assertive but also try to be positive and supportive.

The approach is largely a positive one that rewards achievement. Rewards are given as credits or points (see appendix A) and pupils are encouraged not only to collect individual credits and points but also to collect for class and school-wide awards.

Sanctions are given in stages and follow a logical progression starting with a verbal warning and the loss of a ‘behaviour star’ (see appendix D for details of the sanctions policy). Behaviour stars retained can lead towards a school trip for the pupil at the end of the year but if too many are lost, the right to go is removed. Progression of the sanctions stages is not followed for certain misdemeanours (also outlined in appendix D) and for any behaviour that may cause harm to students or staff. In such instances a ‘red card system’ is in place. Detentions take the form of monotonous work such as copying but teachers are encouraged to talk to pupils to re-establish relationships. Any detentions are recorded on a database system which gives teachers back-up regarding past behaviour of a student should it be required.

All students have independent access to school rules and the enterprise ethos through their planners (appendix E gives an overview of the content therein). Students are also given an opportunity to contribute to classroom rules in their ‘Life Skills’[[3]](#footnote-2) lessons at the start of the year. The ‘Student Voice’ policy (appendix F) also gives the students an opportunity to take a wider role in decisions about their learning through the school council, year group monitoring and so on. Pupils are given a clear indication of the meaning of their learning through the consistent communication of lesson objectives via boards in each classroom for these to be written on, where they remain throughout the lesson.

The approach is an authoritarian one that seems to be most closely linked with behaviourism. Skinner (1954, cited in Case and Breiter, 1984) suggested that behaviour could be altered in the direction of required behaviour through the use of rewards and consequences (behaviour reinforcers). This is reflected in the rewards and sanctions at the forefront of the behaviour policy in school X. If pupils exhibit certain behaviours, we teachers can ‘catch them being good’ (Holloway, 2008) they receive an immediate reward in the form of a credit. It does not include the formation of any reasoning about the reasons for the reward.

In relation to current educational approaches, School X’s approach is largely based on Canter & Canter’s Assertive Discipline approach (2001). The enterprise ethos contains the components of the classroom discipline plan as it contains rules (the 3 statements) that must be followed, supportive feedback for students for following the rules (through credits) and corrective actions (sanctions) that are used consistently for any deviance from the rules.

Canter & Canter advocate the use of rewards in addition to positive feedback, as used in School X, such as certificates, special privileges and tangible rewards. Verbal recognition is considered the most meaningful reward and they suggest that rewards be used sparingly and appropriately as a result of behaviour and not a bribe (2001) but this is not reflected in School X as verbal recognition is almost always backed up by a credit or other reward.

‘Corrective actions must be seen as natural outcomes of inappropriate behaviour’ (2001: 64) and they should be applied on a step-by-step basis. This is certainly the case at School X. Students are reminded that if they continue to follow a course of behaviour, the sanction will be applied, firstly through the verbal warning, then following up with the other stages of the sanctions policy. Canter & Canter state that corrective actions do not need to be severe and are most effective when used consistently. In School X, great pains are taken to only remove behaviour stars as a last resort, which does lead to some inconsistency but also reduces the severity of sanctions applied. A severe clause is included, as suggested by Canter & Canter.

Canter & Canter’s approach states that pupils are accountable for their academic and social conduct. Although both approaches are largely authoritarian, students have the power to make choices about their behaviour. They also advocate the use of other approaches in complementing the Assertive Discipline approach, and suggest stimulus-response theories of behaviour and reward as evidenced in School X’s approach.

Canter & Canter suggest including pupils in providing suggestions for school rules, stating that pupils can often be stricter than teachers. This gives pupils ownership of the rules and helps them to take responsibility for them. This is something that takes place in School X at the start of the year.

The approach in School X reflects Canter & Canter’s assertion that teachers have the right (and responsibility) to impose order and that teachers should make it clear to pupils what is expected of them. The enterprise ethos document clearly lays out the positive and negative consequences for individuals and the group as well as providing guidance on expectations.

The use of behaviour improvement programmes such as this one is popular in schools. The government set up a behaviour improvement programme in 2002, which now forms part of the government’s National Behaviour and Attendance Strategy (Hayden, 2008).

The approach is authoritarian and leaves pupils little actual choice other than ‘do it or else’ (Porter, 2000). However, it is a difficult task to enforce policies for behaviour improvement without controls and school-wide solutions (Edwards, 1997).

The use of praise in this approach (reinforced by credits) is questionable. As noted earlier, does it really enable pupils to go out into the world with increased self-esteem? It seems that it may be a quick-fix approach. Studies have revealed that the use of appropriate praise increased on-task behaviour in pupils, although with a caveat that the Assertive Discipline programme by Canter & Canter does not tell teachers how to maximise appropriate praise (Ferguson and Houghton, 1992).

Findings from other studies were less positive when schools did not already have serious behavioural problems when any plan would have improved behaviour (Porter, 2000).

The credit system used in the school does help to show that it is not always the bad behaviour that gets attention but there are many opponents to systems of reward. When using rewards ‘our attention is properly focused… not on ‘that (the thing desired) but on the requirement that ‘one must do this in order to get that’ (Kohn, 1999: 4). Thus, a reward detracts from the nature of learning. Studies show that rewards lead not to an increased understanding by the pupil but merely increased compliance in order to get the reward. There is also a problem of consistency; pupils may feel they ‘missed out’ if they were not given credit for which another pupil received an award. In essence, rewards are quick fixes and undermine the values schools are trying to teach (Kohn, 1999). When students leave school, they may be surprised that praise and rewards in such large measure are not an inherent part of day-to-day life. Rewards also encourage competition, which does not enable children to work co-operatively as each tries to ‘win’. School X does include some house and class incentives but emphasis should be more on co-operative games working as a class rather than competitive ones (Powell and Tod, 2004). There is currently no viable alternative that I have seen in schools to rewards. The teacher does have a difficult job in maintaining order to ensure learning, but an emphasis on the value of learning itself could help to redress the problem, as could giving rewards that directly relate to the action (for example books as a reward for book-reading) (Kohn, 1999). In the same vein, Rogers (2006) suggests the detentions should be linked to the behaviour that caused the detention to be given (for example, using the time to complete a questionnaire about the behaviour and the ensuing recovery plan). In School X, this is not the case. In addition, high-level detentions are given for seemingly minor infractions such as breaches in the uniform code or uncompleted homework. The seriousness of the detention does not seem to relate to the action itself. After all, not having a top button done up on a school shirt does not detract others from learning.

Consequences such as the sanctions applied in School X do nothing to get to the root of the behavioural problem. The fact that they require consistency in their application is not so much a strategy as an admission that applied once; they will do nothing to change behaviour. If controlling approaches such as this are effective, why do they need to be used throughout the pupil’s school career? (Porter, 2000). They lead to conformity, suppression and dependence on external controls (detention, and so on) (Belvel and Jordan, 2003) but do not require students to take responsibility for their actions and learning. In fact, punishment like this can actually increase undesirable behaviour, as evidenced by Jones & Jones (1998 cited in Porter, 2000) who found that increased punitive control raised misbehaviour from 9% to 31%. It may make pupils more careful but does not teach tem about how to solve behaviour problems. School X does rely heavily on teacher-control. I am as yet unsure as to what impact is felt when the usual teacher is not there. There is some evidence that assertive discipline only works when the class teacher is there and that supply teachers face problems as the system is not ‘known’ to them (Belvel and Jordan, 2003). The approach teaches pupils to control themselves but does not teach them how (Porter, 2000).

In order to learn, children need to establish positive relationships with themselves (engagement), others (participation) and the curriculum (access) (B4L, 2007). If we want pupils to behave, we need to make the curriculum relevant, promote self-esteem and give pupils the skills to solve their own problems. School X’s mission statement echoes this but in reality, much focus is placed on passing exams. Students are ‘levelled’ at an early age and are therefore not encouraged to extend themselves beyond the ‘reward’ (predicted level). Control remains firmly with the teacher and any allusion to ‘choice’ refers only to the consequences of non-compliance, not consideration of the actions. The school environment does not meet the physical, social and emotional needs of the students (Glasser, 1986 in Porter, 2000). How can students be expected to behave appropriately when they are praised for completing simple tasks but not pushed to improve beyond the level deemed appropriate for them by a test?

The approach also assumes that staff need to use a classroom discipline plan. Some of the senior managers in the school do not use it as they feel they have the control necessary without using these techniques. It ‘has been found that some classroom teachers who do not have this ability… embrace the practical techniques of AD [assertive discipline] like the mythical drowning person would a flotation device’ (Rigoni and Waldford, 1998: 447).

Of the two approaches, I feel that Bill Rogers’ positive behaviour management is the most appealing. Although, on the surface, assertive discipline provides the teacher with tools to control the class, the positive behaviour management provides the pupil with the tools to be able to control himself. I have seen from observation in school that sanctions and rewards do not always work. Pupils become disgruntled if they feel they have been applied unfairly and they give the teacher no ‘get out’ if this is the case. The loss of behaviour stars as a punishment is actually given kudos by some pupils to the extent that forgoing the school trip is a worthwhile trade-off.

I feel that, implemented consistently, Bill Rogers’ approach will help pupils to deal with their own behaviour through behaviour recovery plan. He gives the pupils a fairer choice in supporting them in getting to the root of their problems and renew their interest in learning by showing the connection between behaviour, learning and the learning of others. Students have to be reminded that their behaviour also affects others in the classroom and although some mention of pupil rights is made periodically, the approach in School X does not demand this. Rewards are used too easily to divert attention away from the real issue.

The consistent reinforcement of the behaviour agreement is a useful tool and the approach does help the teacher to separate behaviour from the pupil. In School X, this is currently not the case[[4]](#footnote-3) and teachers do not always reflect and react in an unemotional way, leading to resentment and anger.

It is, however, difficult to compare a theoretical approach with one seen used in schools. Of course it is easy to draw more criticism of an approach that is seen on a regular basis. No approach is flawless and I am sure that in my own teaching, I will discover limitations with the positive behaviour management approach but for the moment, it provides me with a more solid basis on which to build to prepare pupils not only for life in school but life after school.

**Positive Behaviour Management in Relation to Emotional and Behavioural Difficulties (EBD)**

I would now like to look at Rogers’ positive behaviour management approach in relation to students with emotional and behavioural difficulties (EBD), in particular at School X.To provide a definition, ‘Pupils with behavioural, emotional and social difficulties cover the full range of ability and a continuum of severity.  Their behaviours present a barrier to learning and persist despite the implementation of an effective school behaviour policy and personal/social curriculum.  They may be withdrawn or isolated, disruptive and disturbing, hyperactive and lack concentration, have immature social skills or present challenging behaviours.’ (Teachernet, 2008).

The counselling side of the approach presents a problem for pupils with severe EBD. It does require pupils to have a certain level of self-esteem in order to be able to explore their behaviour and get to the bottom of their problems. However, Rogers does provide a structure that involves setting goals for behaviour and working through this in individual behaviour plans using goal disclosure (getting to the root of the behaviour), modelling, rehearsal and descriptive feedback.

Rogers reinforces focusing strongly on primary behaviour. The child may well be seeking attention and by focusing on the actual infraction, attention is not given unreservedly.

Rogers states it is important not to excuse behaviour using the EBD label as this can often make pupils conform to the expectation of the behaviour (2006). In School X (as I would assume in other schools), great care is taken to inform teachers of the problems a pupil faces while not drawing attention to it in class. Further, the approach advocates helping a child to see past his behaviour to learn who is actually in control – the difficulty or him. Expectations of success correlate with persistent effort. Especially in males, if pupils believe they are likely to succeed, disruptive behaviour is likely to decrease (Powell and Tod, 2004).

A school-wide approach is also important in implementing individual behaviour plans (IBP). It is critical that all teachers are working to the same plan so that the pupil’s expectations are clear and consistent.

The DFES inclusive schooling policy supports the positive behaviour management approach (Parry, 2007). If pupils are engaged, they are less likely to misbehave to teachers must give pupils the tools to facilitate engagement. ‘Pupils with emotional, behavioural and social difficulties are the most difficult group for schools to manage’ (Ofsted, 2005: 3). Ofsted reports that attendance is an issue, which leads to a break in learning, leading to further behavioural problems. The office proposes that pupils appreciate clear and consistent rules and expectations from teachers. Primary to secondary level transition can also cause problems but Rogers’ establishment phase could help to address this.

In line with their recommendations, Rogers also suggests practical advice for dealing with some behavioural difficulties (such as attention deficit disorder). He proposes making routines clear, giving small, incremental targets, providing additional help, regularly checking for understanding of the task. For attention-seeking behaviours, he proposes talking to the child after class to reveal the reason for the behaviour – for the teacher to suggest what she thinks the reason for the behaviour might be, to seek confirmation from the pupil, and to then work on an IBP.

In looking again at a teacher as a reflective practitioner, Rogers helpfully suggests that although home environment, history and background can influence behaviour, we have no control over these factors and should therefore not use them to excuse behaviour. We may need to have a time-out plan for such pupils for when emotion overwhelms them. A case supervisor from the senior management team could help to discuss behaviours with the child and lead him through the IBP. In addition, letting the pupil calm down before trying to talk to him is helpful. If the pupil refuses to stay back after class, it may actually be more helpful to let him go and talk to him about the problem tomorrow.

The change to the new Key Stage 4 curriculum and individualised learning programmes may go some way to helping address EBD in pupils, taking them away from the traditional curriculum towards something more meaningful. From what I have seen in School X, this would be of benefit, as it would enable pupils to take more responsibility for their learning and give them more choice. It takes a great deal of skill to incite a pupil to be interested in a subject that he sees holds no inherent value for him.

**Development of Practice in Classroom and Behaviour Management**

This section of the essay will describe how I intend to develop my skills in classroom and behaviour management, taking into account the observations of practical application in School X and the theoretical approach described in positive behaviour management by Bill Rogers.

The classroom environment must have strategies in place that help pupils to learn by engaging them, allowing for social interaction and providing a relevant curriculum, hopefully leading to suitable behaviour. School X’s behaviour policy, although heavily focused on rewards and sanctions, at least in theory aims to provide pupils with the tools to be responsible for their own behaviour and learning and to be able to contribute positively to society.

I feel that I have the confidence and enthusiasm to be an effective teacher but will need to develop my classroom and behaviour management skills using School X’s policy in conjunction with strategies suggested by Rogers to become a reflective practitioner and learn to react unemotionally to challenging situations. However, I have learned that there is not a catch-all solution that will fit every class, child or situation. I will need to develop my own strategies to address this. For block teaching experience 1, I intend to make the development of these skills a priority as I believe this is key to effective teaching.

Specifically, my priorities are described in the following paragraphs. Firstly, I will try to build positive relationships with the pupils (by learning names, asking about hobbies, taking an interest in extra-curricular activities and parents’ evenings), find out more about them and relate my teaching to them on a personal level. I will provide constructive, specific feedback about work and behaviour, and make suggestions for improvement.

I will also to review and become more familiar with the classroom discipline rules and procedures used in school and will reference the main aims of the enterprise ethos when possible in order to be able to take a step back emotionally and be consistent in my feedback. I will remind pupils of the rights that all pupils have to learn, be safe and be respected and the expectations of pupils in relation to their organisation, behaviour and learning. I will try to give credits when appropriate (as this is part of the school policy so difficult to avoid and it will ensure consistency with other teaching staff), but I will ensure they are accompanied by positive feedback so that pupils know why they are being given. I will develop my own classroom routines so that I can start lessons positively and confidently, and communicate my expectations to pupils.

I will ensure sure that the material I am teaching is presented in a way that is accessible to all pupils by providing support materials for learners that may have difficulties and presenting materials in a variety of formats to cover the different learning styles of pupils, referencing the Special Educational Needs (SEN) register and any IBPs to ensure pupil needs are met.

I will record and evaluate (in relation to the Positive Behaviour Management approach) pertinent events in the classroom, both in observations and in my own teaching in order to propose how I could have best dealt with the situation.

I will use the weekly mentor slots to discuss any specific behavioural concerns I have and see if there is a way to use a behaviour recovery plan with students as necessary, gaining the benefit of my mentor’s experience and also her support. I will also use the meeting to recap on the other aims described above, in order to ensure that I am addressing the needs of all learners, providing a safe and effective learning environment.

It is clear that effective classroom and behaviour management involves much more than keeping pupils quiet and getting them to complete set tasks. Effective classroom and behaviour management enables the teacher to create a positive, co-operative learning environment in which each child is seen as an individual whose needs will be met and where pupils will feel involved in their learning, take responsibility for their actions, feel positive about their contribution and develop social skills which will take them beyond their school career.

1. To avoid the use of his/her and he/she throughout the text, teachers will be referred to as feminine and pupils as masculine. [↑](#footnote-ref-0)
2. As neither of the approaches considered in this assignment discuss the physical layout of the classroom in detail, this essay will focus on behaviour in the classroom. In addition, as a trainee teacher, it is not something that I can influence as I will be a ‘guest’ in the classrooms in which I teach. [↑](#footnote-ref-1)
3. School X’s name for PHSCE [↑](#footnote-ref-2)
4. For example, Mr Y was heard to shout “Are you stupid?” to a disruptive pupil out of frustration. The class was shocked into submission but low rumblings of chat continued throughout the lesson and the pupil continued to be disruptive. [↑](#footnote-ref-3)