



# 10

AMAZING IDEAS

## For Behaviour Management



# 1. Stick to the brief



## **Know the Behaviour Policy and follow it**

**I have seen, and written, numerous Behaviour Policies in my time and no two are exactly the same. Whilst you may have some great ideas for classroom behaviour management, you're first day as a supply teacher may not be the best time to implement it!**

Familiarise yourself with the policy as much as possible - either through the schools website, the staff handbook for new staff (if there is one) or just a quick chat with a member of staff.

On my first day of teaching at a school for teenage boys who have been permanently excluded from school, I told the class of year 10's that I was aware of the policy and would implement it if it was necessary. One of the boys said, "Oh, she knows about working groups." Yes I did, and yes I used it!

# 2. Greet the class on arrival

**It is always nice to be greeted with a smile and you should aim to do this for the pupils as they walk in through the classroom door.**

Stand at the door and greet them as they come in with a friendly hello. Insist that they enter in a calm, sensible way and this should help to set the tone for the lesson.

# 3. In the right place

**Ask for the seating plan and check they are all sat where they should be.**

Supply lessons are a great opportunity to sit next to your mates! Avoid allowing them to sit where they want to. Teachers will have thought carefully about the seating plan in order to maximise the learning of all pupils in the class. If you have been given a seating plan use it.



## 4. It ain't what you do it's the way that you do it



**Communication is key**

**Our body language makes up 55% of the way we communicate and so we need to think carefully about how we use our body to communicate.**

Think carefully about proximity to pupils when you are communicating with them, Shouting from across the classroom never works. Stand close to them so you can talk to them quietly . Avoid getting in a pupils personal space if you can— especially older pupils. And avoid finger pointing at all costs!

## 5. Sticks and stones

**Names do hurt, I am not suggesting for one minute that you will call your pupils names but what I am saying is that words are a powerful tool.**

Speak in the positive wherever possible.. 'James, four legs on the ground ,' rather than, 'James, don't swing on your chair.' Words can be emotive and so think carefully about the impact that your words may have before you say them out loud.

## 6. Be organised

**Sounds like an obvious one doesn't it? We are teachers, it's part of our DNA!**

Even when the school reassures you that work will be set it is always better to have something prepared. Try using generic topics or asking the pupils to work on a current affairs issue.



## 7. Give appropriate choices



**'Get on with your work or get out,' is a phrase I have heard far too often. This might work for the compliant pupil but you can bet your life that the more challenging pupils will opt to leave the room.**

Giving your pupils appropriate and limited choices means that it reduces overwhelm for them and keeps you in control. For example you could give a pupil the choice of what order they would like to do the activities in, if a pupil is refusing to sit where you want them to you could give them the choice of two places. (This way the pupil still feels they have an element of control and you are far less likely to get any push back.)

## 8. Positive praise

**We all like to be told we are doing a good job.**

Use positive praise wherever possible to motivate your pupils and to show what your expectations are. 'Annabelle, I really like how you are talking quietly to your partner.' 'Jamil, thank you for not shouting out.'

## 9. Rewards and Sanctions.

**Wherever possible, use the schools reward system to motivate and reward pupils. It's worth spending some time to find out what the systems are.**

As well as rewards schools will have their sanctions. Again, this should be in line with the Behaviour Policy, If in doubt, try to make the sanction appropriate to the behaviour. Sending pupils to Head for every small misdemeanour makes it difficult to assert your authority



# 10. Each day is a new day

Start each day afresh. That's it!

*And remember, you are doing a fantastic job!*

*If you would like any further training on Behaviour Management then please contact us and we will be happy to help.*

*Www.kitesupply.co.uk*

*Mob: 07711809071*

*Email:*

