

THE IMPORTANCE OF BEHAVIOUR MANAGEMENT

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Abstract: This paper is focused on the importance of classroom management and how should the teachers react when behaviour issues arise. The successful management of student behaviour during a lesson requires the application of an impeccable knowledge of both pedagogy and practice.

Keywords: SLT, SLG, NQT, rules, strategies.

It is vital to be able to control a classroom because otherwise, nothing will work as it was planned. Smile is very important when entering the classroom (even if in England, the teachers are given classroom and the students have to move from a class to another). We use to greet the students at the door in the target language, to check uniform and give them a fresh start every lesson. A smile can calm negative energy and builds automatically likability. Once the students like the teacher, they will try to please him and behave well during the classes.

Classroom rules are also important, as they set from the very beginning the expectations that a teacher might have. The first time the teacher meets the students, in September, he needs to have ready a presentation about rules and ask the students to write them down, by highlighting especially the consequences. That includes initial warning or parent contact.

Among classroom's rules, we can identify the following:

- 1) I will arrive on time and I will be smartly dressed;
- 2) I will enter the classroom in a calm manner;
- 3) I will not eat, drink or use my mobile phone in lessons;
- 4) I will follow all instructions from the teacher without comment, gesture or facial expression;
- 5) When the teacher or another member of the class is speaking, under no circumstances will I talk;
- 6) I will be fully equipped for all lessons-including a planner, exercise book, pencil case and reading book;
- 7) I will complete all tasks set in class and as homework to the best of my ability;
- 8) I will have a positive outlook on achieving personal success.

If we add a dose of fun, then the results will be guaranteed. It is considered to be a secret to classroom management. The combination of fun and engaging resources will transform even the most challenging students.

The most training sessions that the teachers attend in England are based on behaviour issues. Teachers are always worried about the way the students settle down, the way the students follow their instructions, the level of effort, the amount and quality of work and homework, the noise level in the classroom, the way students ask for help or attention, the way students respond to visitors, the way students work in pairs, groups or individually or the way the students treat the teacher or each other.

Causes

Concerning the students' behaviour, we, as teachers, have to find the source of their poor behaviour. There are inside the classroom problems and outside the classroom problems, such as lack of motivation, boredom, SEN condition, peer pressure, self-esteem, 'bad' teacher or family concerns.

Lack of motivation: can come from the students' previous learning experience. They might have unpleasant memories or they could be disappointed by their expectations from the learning process. These students are very difficult to motivate because they have the ability but they refuse to do the work; these situations can always frustrate the teachers. Let us annotate the following story between Lewis and a teacher, during a French lesson. Lewis is not working, but staring into space.

T: "Lewis, why are you not working?"

L: "I dunno."

T: "Are you struggling with the work? Do you have a problem with it?"

L: "Yeah...I hate French!"

T: "May I know why?"

L: "I don't need French. English is international, everybody speaks it."

T: "But you..."

L: "And it's very boring. French is very boring!"

T: "Boring, hmm? Well, in this case, if you are not doing it now you can do it at break time. So, are you going to do it now?"

L: "No."

T: "Right. Well, I will see you at break then."

L: "No, you won't."

Boredom always happens when the students lose their engagement in the topic or activities and this will lead to disruption. The students choose to misbehave in order to show their lack of interest. For example, Lauren, who completed her worksheet earlier than expected, started to walk around the classroom:

T: "What are you doing, Lauren?"

L: "Just playing."

T: "It's not playtime, is it? Please take a sit now."

L: "I was only playing."

T: "And I told you to sit down. Should I remind you that there is a consequence for being out of seat without permission?"

Lauren doesn't answer but she twists in her seat, by looking away from the teacher.

In this case, the solution is to have ready more activities for the students to complete. Maybe they can have a variety of activities or worksheets to choose from, rather than risk and let boredom take place.

SEN students, if diagnosed with ADHD, can be very challenging, especially if they do not take their medication before going to school. Students diagnosed with dyslexia, dyspraxia or hearing impairment cannot focus enough on the tasks and they feel frustrated. At this point, they choose to get distracted rather than carry on learning.

Peer pressure: Students like to be around their peers and they usually follow the crowd, by doing what their friends do and behaving exactly the same. This gives them the satisfaction of belonging to a group. In most of the cases, students can be near or around trouble, as they like to gossip, tease and, of course, encourage others to misbehave. For

example, let us look at the following situation, where two boys had a dispute at the back of the classroom and the teacher intervenes; Josh is not involved in the altercation but he smiles:

T: "Why are you smiling, Josh?"

J: "Because it's very funny."

T: "It is definitely not funny, Josh."

J: "Yes, but I've got the right to smile, haven't I?"

T: "I can say that you're always around trouble, Josh, and that's not funny."

J: "I have never done anything wrong. If you don't believe me, ask them."

T: "Maybe you didn't this time, but you have in the past."

J: "Nope, I haven't."

T: "I think this is what I need to double check with your parents."

J: "Please feel free."

T: "I will, and thank you very much for your permission."

Self-esteem plays an extremely important role in the development of a student. They need to be convinced that they can learn and achieve goals. The students can be encouraged by their family, teacher, friends or their success. Failing to be encouraged, they choose to misbehave and give up to the challenges. See the following example between a teacher and Sandy, who refused to produce work, due to her low levels.

T: "You have 10 minutes to complete the activity on the board. Use as many German words as possible."

S: "Miss, I'm dumb. I don't know any German."

T: "But you don't need to be a specialist, as long as you have everything you need to complete this task on the board and in your notebook."

S: "Yeah, but still. I didn't have a great level last assessment, so that means I am stupid."

T: "You are not stupid, Sandy. Don't speak like that. A simple test doesn't confirm your real capacity."

S: "Go away!"

'Bad' teacher. This is an opinion that some students bare in their minds when they refuse to communicate or liaise with the teacher. They would rather blame the teacher for everything negative that happens in their lives. For example, read the following conversation between Hollie and a teacher when the teacher tries to take the register; Hollie blames the teacher for the punishment that has been applied to Hollie by her parents.

T: "OK, one minute, please. I am just going to take the register. Mary!"

M: "Here, Miss."

T: "Adam!"

A: "Here, Miss."

T: "Hollie!"

H: "Not here."

T: "Hollie!"

H: "Not talking to you!"

T: "Well, you just did."

H: "Do you know what? You don't deserve my attention after you called my parents yesterday to tell them I had a piercing, right?"

T: "I am happy to talk to you about that after the lesson."

H: "Don't care if you are happy. I am not, because I am punished and that's because of you. I hate you."

Family concerns: what students experience at home can have a huge impact on their academic performance. Due to parents’ divorce, step parents, death in family, babysitting for younger brothers or sisters may push students to behave problematically.

Of course, in every classroom we will be dealing with tricky personalities, such as chatterer, debater, clinger, sarcastic, explosive, sulker or boycotter. The best advice is to not show the students we are annoyed by their actions; remain calm and act with professionalism. Let us annotate the following case and see what is better to say in such a situation.

❖ The teacher is talking to the class. As she talks, Della, who is always sat at the back of the classroom, starts talking to Jodie.

Solution 1: “Della, I can see that your book is not open yet. May I remind you about our rules”?

Solution 2 (giving options): “You can work here, with us, or you can go to Miss Roberts’ classroom, being exited with a C3.”

Solution 3 (conditioning): “Della, you only have five minutes to complete the task; the timer is on, make sure you write it at the best of your ability.”

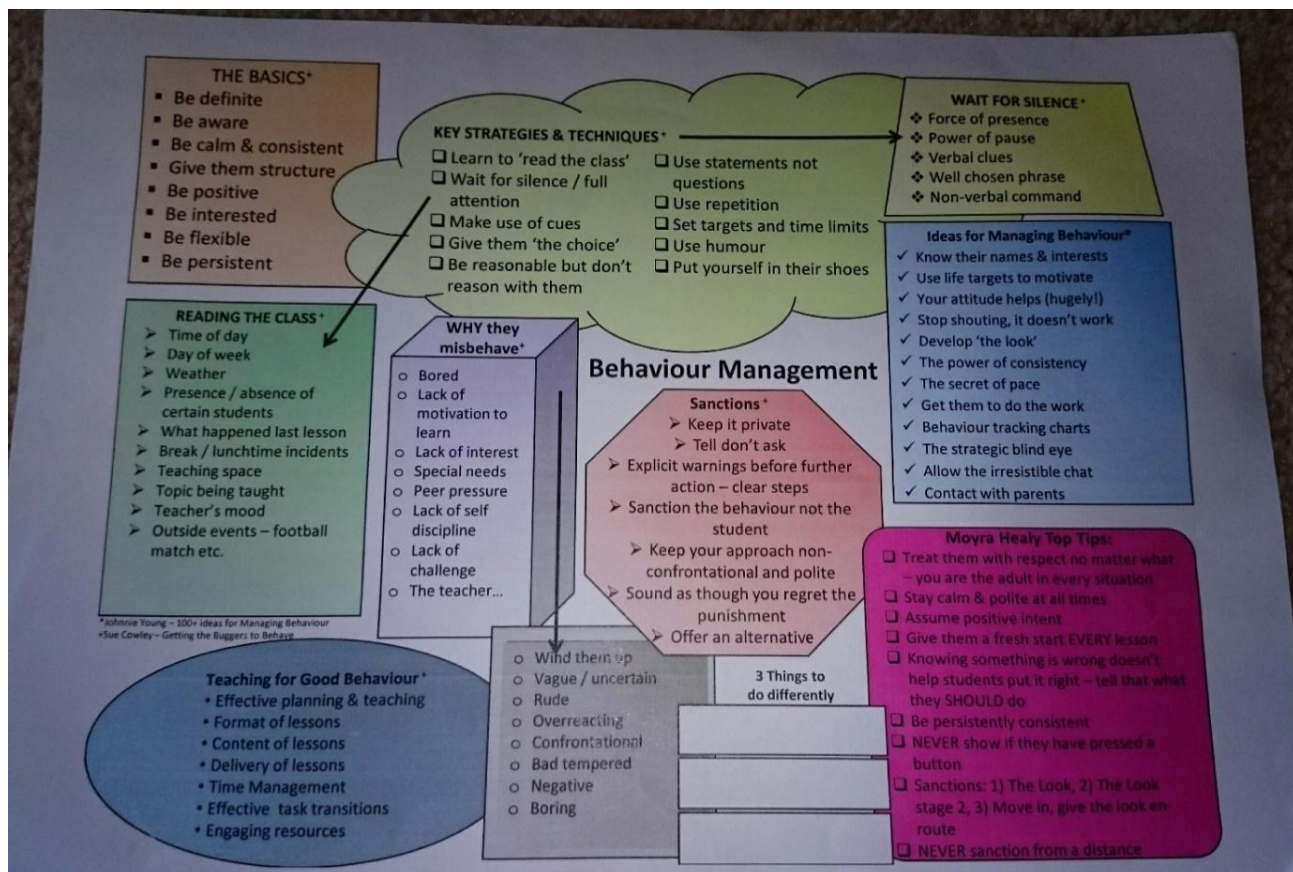


Fig. 1. Behaviour management strategies

Reacting to problem behaviour

According to Jacob Kounin, we should avert misbehaviour by using his five strategies:

1) Flow- or get routines right; there shouldn't be any dead time between the completion of the tasks; provide students with a feeling of progress.

2) Clarity concerning instructions. It is advisable to ask another student to repeat the instructions, just to make sure everybody understood.

3) Challenge refers to stretch the students, to challenge them with engaging resources and a variety of tasks as well as with interesting topics and different teaching styles.

4) Presence- It is mandatory to have eye-contact with the students, especially when they are about to do something wrong. Posture and clothes are also important and we should all remember that appearance matters. Teachers should dress in ways which are appropriate to their role and that shouldn't be viewed as provocative or offensive. More than that, the dress code should not distract the students. Those who dress inappropriate could render themselves vulnerable to criticism.

5) Whiteness is a strategy that he created and refers to awareness of what happens everywhere in the classroom. This involves the teachers' ability to see all the students at the same time and supervise them constantly. These teachers can use a certain kind X-ray vision superpower that helps them anticipating the problems.

If teachers fake acting powerfully, they will do it naturally.

Kounin's beliefs are that the teachers should use strategies in order to prevent bad behaviour; that is why he thinks that the first rule is not letting the situation happen. There is a second rule and it says to not make the situation worse.

The role of SLT in behaviour management

The SLT (Senior Leadership Team) or the SLG (Student Learning and Growth) represents a school organisation that consists of teachers. They ensure that all staff create the schemes of work appropriately, observe the NQT's progression (Newly Qualified Teachers) and deal with problems related to the students' poor behaviour.

In England, whenever a student misbehaves in a lesson, the teacher has got the right to call a member of SLT who is on duty during that lesson and ask them to remove the students that are causing trouble. The SLT member comes and either exits the student(s) in another room, with another teacher, or sent him to Learning Support department, which has got a small setting and that student can carry on with the work on his own. One of the major advantages is that the teacher can carry on with the lesson without being interrupted. In Romania, we do not need another teacher to collect our students; we can deal with the behaviour issues without any problem. A disadvantage of the existence of SLT in schools is that they underestimate the authority of the teacher. However, they advise to use them as many times as needed, because they assure that they are can interact better with the students and make them understand what have they done wrong.

A good trick that is very effective is the use of the rewards and consequences UK system. The levels do not matter for their final exams and that is why, it has been implemented this system, which records all of the rewards and consequences points on the system, called SIMS. Students compete against each other and they are curious to see who gets more reward points by the end of school year.

Behaviour for Learning : Rewards System		
R1 5 pts	POSITIVE	<ul style="list-style-type: none"> * General enthusiasm and working well * Making an effort to contribute in class * Displaying a 'can do' attitude even when having difficulties * Helping others, when they get into difficulties * Volunteering answers in class * Attendance at an extra-curricular activity
R2 10 pts	IMPRESSIVE	<ul style="list-style-type: none"> * Good work in lesson/homework, great test result or positive contribution and participation in class. * Having work displayed or being used for demonstration purposes * Supporting staff in preparing or completing lessons * Being a student leader in lessons, helping with starters/plenaries * Success/effort with an extra-curricular event representing the school with pride * Community spirit, being helpful / kind to other students or staff
R3 20 pts	GOOD	<ul style="list-style-type: none"> * Student of the week award (Postcard home) * Exceeding expectations in test / homework / coursework * Sustained effort over a period of time * 100% attendance for a week with zero consequence points * Sports Leader support with a primary festival, or equivalent in other subjects * Fantastic piece of homework/classwork * Mentoring or supporting other students with their work
R4 30 pts	VERY GOOD	<ul style="list-style-type: none"> * Participation in a school event eg assembly, drama, concert or school fixture * Success out of school – i.e. Duke of Edinburgh scheme, Scouts, community groups, charity work or sport related * Significant improvement in attitude resulting in improved work ethic, attendance and participation * Coursework/test result above expected level
R5 40 pts	EXCELLENT	<ul style="list-style-type: none"> * Exceptional dedication outside normal hours: going over and above what might normally be expected * Bravery, courage – overcoming adversity * 100% attendance for a month and no consequence points Excellent display of community spirit * Extended mentoring with other students to help them develop resilience * Being highlighted for excellent behaviour/community spirit by a member of the public
R6 50 pts	OUTSTANDING	<ul style="list-style-type: none"> * Headteacher commendation * Role of Honour nomination (half termly) * Exceptional performance in a subject or activity either in or out of school (parents can contact the school with this type of information) * Representing the school at a County, regional or National event

Behaviour for Learning - Consequence System		
Consequence and negative Points Value	Example of Behaviour	Sanction Option Available
C1 5pts	<ul style="list-style-type: none"> * Not adhering to the Pupil Pledge * Disrupting the learning of others * Talking / arguing / out of seat * Late to school in morning * Uniform / appearance not acceptable * Persistent lack of equipment / PE kit * Rudeness – minor * Dropping litter * Chewing of gum 	<ul style="list-style-type: none"> * Verbal warning * Logged on SIMS * If late to school (after 8.35 am) then break-time detention. Failure to arrive for break-time detention, will result in a C3 same day detention after school
C2 10pts	<ul style="list-style-type: none"> * Repetition of any C1 offence * Inappropriate language at any time around the school * Persistent disruption to learners * Failure to complete homework 	<ul style="list-style-type: none"> * Exited from normal class for a short period of time * Personal detention (break or lunch time.) * Logged on SIMS
C3 20pts	<ul style="list-style-type: none"> * Repetition of any C2 offence * Direct Rudeness to a member of staff * Refusal to follow instructions * Use of phone in lessons (phone confiscated and placed in a safe in Student Services) * Failure to attend any personal detention * Persistent failure to fully complete work to target level. * Underperformance * Aggressive behaviour towards other students 	<ul style="list-style-type: none"> * After school detention on the same day the offence is logged on SIMS * Parent informed of C3 detention by text at 1.40pm on same day * Removed to Faculty exit room
C4 30pts	<ul style="list-style-type: none"> * Repetition of any C3 offence * Vandalism of school property including graffiti * Truancy from lessons or walking off school site at break/ lunch time * Failure to attend C3 detention * Deliberate sustained defiance including walking away from a member of staff * Deliberately lying to staff and wasting investigation time * Inappropriate use of a mobile phone - 2nd offence 	<ul style="list-style-type: none"> * SLT C4 Detention held after school on Friday of the week the offence occurred from 3:15m – 5:15pm * Parents informed by letter/email * Being placed on report * Logged on SIMS * Restorative justice meeting * Phone confiscated, collected by parent
C5 40pts	<ul style="list-style-type: none"> * Repetition of any C4 offence * Persistent refusal to follow school rules * Failure to attend a C4 detention * Swearing at/or towards staff * Repeated truancy * Fighting , filming or encouraging a fight to take place * Bullying incident * Inappropriate use of mobile phone /computer or other equipment - 3rd offence 	<ul style="list-style-type: none"> * 2 days in IE (if fail to attend SLT C4 Detention) * Time spent in IE * Being placed on report * Exited from lessons for a period of time to work in exit room * Parents informed by letter/email and may have to come into school to meet with HoY/SLT/Headteacher
C6 50pts	<ul style="list-style-type: none"> * Repetition of any C5 offence * Intimidating behaviour towards a member of staff (verbally or physically) * Swearing at/towards staff in an confrontational manner * Smoking and/or the possession of cigarettes, e-cigarettes, lighter, alcohol, illegal drugs, or substances * Being in the vicinity of smokers * Assault * Tampering with fire equipment * Persistent bullying * Racist, homophobic or sexist abuse * Repeated theft, graffiti or wanton vandalism 	<ul style="list-style-type: none"> * Fixed term exclusion * Fixed term exclusion followed by a phased return via Internal Exclusion room * Meeting with SLT/HoY/Headteacher/ Chair of School Governors * Restorative Justice meeting * Being placed on report

Conclusions

In conclusion, the first step that teachers should do is to set high expectations from the very beginning and ensure that these are crystal clear for the students, and apply new routines

and rules but also stick with the rewards and sanctions that exist in the school policy, which must be expressed by using positive language.

Similarly, if the teachers adopt a positive approach to problem solving, they avoid confrontations with students and also over-reaction.

Most importantly, as a teacher, it is better to anticipate and prevent misbehaviour than having to deal with it eventually.

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