

chb

Colegio Hispano Británico

Líder mundial en enseñanzas británicas

Classroom Management Policy

Policy Creation and Review	
Author(s)	Angela Nudds
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Teachers go through an 'establishment' phase with their new class or classes at the beginning of the year. During this establishment phase, pupils will 'mess around', try out a whole range of responses and test the boundaries.

Teachers will lay down what is acceptable/unacceptable behaviour, set the boundaries and demonstrate that they are in control. At the end of the 'establishment' phase, which can take days or even weeks, pupils and teachers have 'set the scene' for the rest of the year.

Pupils who disrupt lessons may demonstrate a range of characteristics:

- have difficulty working in pairs or groups because they have relationship problems.
- give up easily because tolerance levels are low.
- are unable to remain on task because of poor concentration spans.
- have never learned 'good' working habits.
- their education lacks continuity because of absence.
- lack personal organisation so often poor at timekeeping.
- 'mutter' and 'chatter' to others
- have a limited grasp of basic skills.
- are under functioning, for example gifted or exceptionally able who are bored because they are not being challenged.
- answer back if they have an audience.
- present their work poorly.
- are defensive and insecure.
- can be aggressive, verbally and physically.

It is important to realise that some disruption in the classroom is part of normal school life. Remember, most pupils want to learn and, given a positive learning environment, they will be motivated to do so.

Pupils want to learn when:	Danger signs and times
They see the point of what they are learning	Pupils don't understand what they are doing or why
They feel secure, stimulated and challenged	Tasks are too hard, too easy or lack challenge
They are engaged in activities that develop their knowledge, understanding and skills.	When pupils are not engaged in the lesson.
They are learning in their preferred learning styles.	Activities last too long; pupils work continuously outside their preferred learning styles.
Their interest is captured by using a range of stimuli.	Lessons are too predictable and humdrum.
They are given the opportunity to demonstrate what they know, understand and can do through reviews and summaries as the lesson progresses.	Lessons lack variety of tasks; pupils' progress through the lesson is not monitored.
The learning environment is well managed by the teacher.	The structure of the lesson is not planned; transitions are not timed and therefore not well managed.
The teacher has high expectations and pupils try to meet them.	Pupils are not aware of what is expected of them; there is not individual support

Everyday approaches to behaviour management.

Allow pupils some control	In this way, pupils will take responsibility for their own learning. Try giving them choices – for example, the order in which work is tackled, who they work with or the resources they might use.
Allow pupils to make mistakes	Pupils do not make mistakes to annoy you. If they don't complete the task correctly, it may be your explanation that was unclear. If pupils are in a secure learning environment, they won't be worried about making mistakes.
Don't over-react	Try not to respond to minor issues – for example, a pupil who is talking to the person behind them might say when challenged, <i>'I was just borrowing a rubber'</i> Rather than embarking on a dispute about whether this is true or not, it is better to respond in a low-key manner – for example, <i>'You may have been borrowing a rubber but now I would like you to get on with your work'</i> .
Show pupils respect and you are more likely to receive it	Model the behaviour you expect of the pupils. Be polite, don't lose your temper, apologise if it is in order, and be honest. If a pupil misbehaves, concentrate on the actions rather than the person. Avoid asking why they did what they did because they often don't know.
Keep trusting them	Most pupils want to be liked and want to be part of the group. Understanding that some pupils choose to misbehave is important and therefore you need to ask why they are acting as they are. Small gestures from the teacher can affect the behaviour of some children – for example, receiving a smile, being spoken to or being praised. Pupils need to be given chances to improve their behaviour.

Positive reinforcements

Here at CHB, the foundation of our education is the development of the child as a happy, successful individual. We create a place where children can thrive, enjoy learning, and develop behaviours that will lead to happy, successful relationships and a positive contribution to society. We want to equip our children with the skills to tackle life's challenges and face adversity with confidence and resilience.

Our staff model the behaviour we want and use positive reinforcement to encourage the same in children.

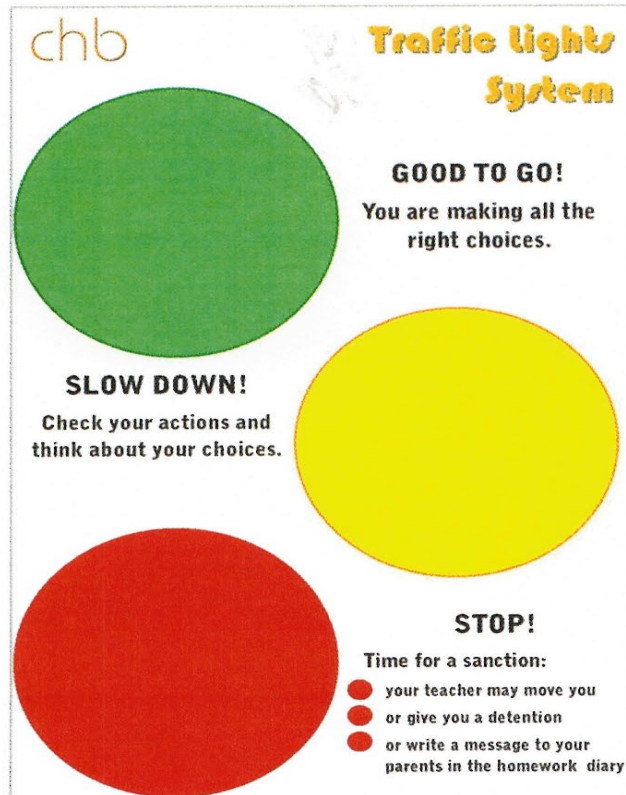
When children do not respond to positive reinforcement, our staff use a system of warnings to support children in turning their behaviour around.

Classroom management sanction structure

It is important to have consistency when dealing with children who need to turn their behaviour around and to give sanctions following the sanction structure.

It is also important to communicate sanctions given to form tutors and Heads of Phase in order to further support children and teachers.

Colegio Hispano Británico – KS1-2 Sanctions



When children do not respond to positive reinforcement, our staff use a simple **Traffic Light System** to support children in turning their behaviour around.

How does it work?

The focus is on disciplining the **behaviour** not the **child** to enable them to quickly identify behaviours that they need to change.

1. Every lesson, all children start on **Green**.
2. If the behaviour of a child (or class) is not acceptable to the teacher, they will receive a clear warning.
3. If the child/class continues to behave inappropriately, their name will be written onto **Yellow**. There will be a clear explanation of what sanction will follow if they do not behave.
4. If the child/class persists, their name/s will be written onto **Red** where they will receive a sanction and the form tutor is informed.

Note: on rare occasions, a child's name may be directly placed on **Red** if they have acted in a way that is unsafe or requires an immediate sanction.

Colegio Hispano Británico – KS3 and KS4 Sanctions

Sanctions

When children do not respond to positive reinforcement, our staff use a system of warnings to support children in turning their behaviour around.

How does it work?

The focus is on disciplining the behaviour, not the student, to enable them to quickly identify behaviours that they need to change.

1. It is expected that every student/class will settle quickly and behave as expected throughout each lesson
2. If the student/class behaviour is not acceptable to the teacher, they will receive a clear warning.
3. If the student/class continues to behave inappropriately they will be given a final warning.
4. If the student/class persists, the subject teacher will give them a sanction (normally a detention) and record the incident in their homework diary for parents and the form tutor to see.

Note: on rare occasions, students may be given an immediate sanction if they have acted in a way that is unsafe.

What Happens Next?

If a student has persisted in poor behaviour in the classroom the subject teacher will give them a sanction and record the incident in their homework diary. If poor behaviour continues the Head of Discipline will be informed.

The discipline structure is as follows:

1. Most sanctions result in a detention at lunchtime and a message to parents in the agenda.

2. Three sanctions would result in a letter to parents from the Head of Phase (Angela Nudds or Mark Davids)

3. A further sanction would now result in a *Silent Report* issued to teachers to find out more about the child's behaviour and a meeting is arranged with the parents.

4. A further sanction would now result in a 1 day suspension with the understanding that if this continues, 3 days suspension and ultimately exclusion would follow.

What do you need to do?

Please talk to your child and **help them to take responsibility for their own actions**. Students often want to talk about the actions of the other students but it is important that we help them focus on the behaviour that they have the power to positively change. Behaviour incidents can take a lot of time to unpick and judge fairly so please support our sanctions; they are designed to support students in improving their behaviour.

I understand the CHB school ethos, rules and dress policy and will follow them.

Child's signature: _____ Parent's signature: _____