Behaviour Management

Here at Polaris we understand the importance of maintaining excellent behaviour across the whole school. Our 5-step framework will aid pastoral teams, teachers and senior leaders in their pursuit of managing behaviour and provide them with the support they will need to produce solid outcomes for all students.

Knowing and understanding your pupils and their influences is key.

Good relationships matter: supportive relationships are a key motivation for teachers joining the profession and pre-existing teachers. It's important that staff get to know their pupils and consider the context of their school and the systems that will work best for it.

Consider what affects pupil behaviour and what your school can do to address it: By becoming aware of events before their effect becomes extreme, there is more chance of mitigating any negative change and of being able to keep pupils in a positive place.

1.   Teach learning behaviours alongside managing misbehaviour

Learning behaviour can be thought of as a behaviour that is necessary in order for a person to learn effective in the group setting of the classroom and engages children on a social, emotional and cognitive level.
Some key concepts to focus on when introducing learning behaviours can include:

*   Increasing engagement (Relationship with self)
*   Improving a student's access (Relationship with curriculum)
*   Ensuring participation (Relationship with others)
*   Emotional learning behaviours
*   Social learning behaviours
*   Cognitive learning behaviours

2.   Use classroom management strategies to support good classroom behaviour

Classroom management is always a major concern for teachers and is one of the most challenging aspects of teaching. Effective classroom management can reduce challenging behaviour and increase pupil engagement so it is important to get this right on a whole school level. It is crucial that teachers receive appropriate training in order to ensure classroom management is achieved. This should involve:

*   Reflecting on their own approach
*   Trying new approaches
*   Reviewing progress over time

3.   Use simple approaches as part of your regular routine

Such as:
*   Working alongside parents to gain consistency
*   Greeting students positively at the door
*   Giving specific behaviour related praise throughout lessons
*   Using simple approaches to improve teacher/student relationships
*   Using checklists to ensure behaviour policies and procedures and embedded with rigour

4.   Use targeted approaches to meet the needs of individuals in your school

Interventions will vary depending on student's area of need (e.g. social and emotional learning, parental engagement, self-regulation.)
Targeted approaches tend to benefit from tailoring. The interventions found to have a positive effect on behaviour largely focus on positive responses to the challenge of misbehaviour

5.   Consistency

Only a quarter of secondary teachers agreed that their behaviour policy in their school was applied consistently. Some point to consider when assessing your schools' approach to consistency could include:

*   How does the whole school approach to behaviour interventions fit frameworks for whole school approaches more broadly?
*   Are all staff appropriately trained?
*   Is the wider school community involved? Are SLT supporting any new behaviour strategies?
*   What are the success criteria for any new behaviour strategies? When would you expect to see impact?