

STAFF TOP TIPS - CLASSROOM MANAGEMENT

Ideas to help you nurture a calm, stress-free classroom!

BEFORE THE LESSON

- ✓ Have a plan and a plan B! Plan for bad behaviour/potential flash points and how you can mitigate against this becoming a problem
- ✓ Plan and be organised but don't be afraid to deviate from your plan if it's not working or circumstances dictate
- ✓ Pace your lesson appropriately. Too slow paced and children will get bored, too fast and they will struggle to keep up and may drop out. Similarly with pitching the level of the work – find the right level of challenge
- ✓ Think about how you might be able to use the adults in the room and give them jobs to do (let leadership know if you aren't supported for whole class lessons)
- ✓ Allocate jobs or responsibilities to children who regularly display challenging behaviour
- ✓ With a challenging class, find out from their teacher how their day/week has been so far. Any problems arising or anything you need to know?



BEING PART OF THE SCHOOL

- ✓ Find out each school's behaviour policy and put it into practice
- ✓ Use the school's reward systems effectively and consistently
- ✓ Have high expectations of behaviour for the children
- ✓ Make a good first impression at the beginning of the year
- ✓ Learn children's names as much as possible. Know your class; SEND, G&T, behavioural difficulties etc
- ✓ Consider your seating plan. Are there children who don't work well together? Find out from the class teacher what works for them
- ✓ Consider making a 'contract' of expectations with the children - what do you expect of me this year? What do we expect from each other? Refer back to it regularly

DURING THE LESSON

- ✓ Meet and greet children as they enter the room
- ✓ Connect with children at a human level – build relationships, ask how they are etc.
- ✓ When giving instruments out, have an activity for the children to do and join in with
- ✓ Use the energy in the room positively – eg a dynamics activity to manage the noise
- ✓ Use positive behaviour management – catch children being good! Point out and reward good behaviours, 'Be like Jane'!
- ✓ What do children do with their instruments when they are not playing? On tables, rest positions etc. Keep teaching and reminding of routines consistently
- ✓ Be consistent with your expectations from child to child and from one week to the next
- ✓ Whatever happened previous weeks, give children a fresh start each lesson – unconditional positive regard
- ✓ Lead by example, model the behaviour you want to see in the children
- ✓ Stay calm and moderate yourself
- ✓ Work hard on teaching and reinforcing routines. Children need to be taught routines regularly until they sink in and become habit

- ✓ Be clear with your objectives and instructions. Check that technical language is at an appropriate level. Give children time to understand, don't rush their learning
- ✓ Silent attention signals – clapping back rhythms, hand signals. Don't use something that requires you to shout over the noise of the class
- ✓ Once you have the children's attention, speak in a quieter, calm voice which requires the children to really focus and listen to what you are saying

WHEN CHILDREN MISBEHAVE

- ✓ Separate the behaviour from the child – depersonalise
- ✓ Don't talk over the children, wait until everyone is listening
- ✓ For low level misbehaviour, can you deal with it non-verbally? Use 'the look', stop speaking and wait until the child sees that you have noticed them and you have silence again
- ✓ Consider your positioning in the room – moving nearer a distracted child can let them know that you're 'on to them' without drawing attention to it verbally
- ✓ Be careful around sanctions – make sure that they are within your gift to use. Don't leave this for someone else to follow through. Make sure any sanctions are consistent and in proportion to the problem
- ✓ Report back to the class teacher so they are aware and can follow up on any incidents if necessary, prepare the children for the following lesson etc
- ✓ Deal with things as they happen – don't leave them to fester