

Executive Summary	
Title of the Work	<u>A critical review of the school's behaviour management policy</u>
Author Nasima Menni	
	Date of Completion (mm/yyyy) January 2010
Institutional Contextual Details E.g. Phase (optional)	
Major Needs Identified	<p>The school's current written 'behaviour management policy' (bmp) was drawn up and approved in July 2004. Though it assumes an annual review there has as yet been no such work undertaken.</p> <p>There has though been a recent survey (2009) carried out in our school which has, amongst other matters, identified certain issues surrounding behaviour management. This confirmed a pre-Ofsted inspection questionnaire in June 2008 where the least positive responses concerned questions about school behaviour. This finding was also replicated in responses to a questionnaire put to year 8 pupils last year.</p> <p>The issue of and concerns surrounding behaviour management have therefore already been identified and highlighted by the school itself. Fortunately this marries up with my own interests and desire, based in part of course on my own experiences as a teacher in the school, to see the matter clearly and properly reviewed and addressed.</p>
Methods used to collect data.	Pupil and staff questionnaires as well as in-depth interviews with the same and persons from local

<p>schools.</p>	<p>Summary of Major Findings (or recommendations to others)</p> <p>It was clear from my research that pupils and staff are largely unaware of the bmp, and complaint is made of a lack of clarity and consistency when it comes to the question and application of behaviour management itself.</p> <p>The majority of our staff support a review of the bmp (as part of a general view that behaviour management needs to be properly addressed as an important and unresolved issue) and feel that the policy has to be revamped, rewritten re-juvenised. Naturally there are areas that come out as needing particular attention.</p> <p>The issue of communication in our school is crucial; people want a better, more effective and comprehensive communication system in place. Lack of communication and not knowing outcomes of incidents is a common complaint. Similarly, failure to report incidents formally or at all and lack of any cohesive information exchange system meant that there was sometimes a sense of isolation when it came to the teachers disciplining of pupils. Suggestions from the research to help address these concerns included the introduction of an 'electronic type of form' for easier reporting of behaviour (thereby encouraging greater sharing of information).</p> <p>The data also shows a clear need to review our current detention system which was not always seen as being effective or clear in its purpose.</p> <p>Finally and in some senses most crucially there is an overall and clear call for consistency. This was identified by the pupils in their feedback to the questionnaires and interviews, but was apparent also from the findings in relation to the staff.</p>
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<p>I have as a result of the research, and following a presentation of the findings given to the staff, recommended that the school creates a standing working party on behaviour management in order not only to review our current bmp but also to consider improvements in areas such as training, sanctions, rewards and communication.</p>	
<p>On a personal level I have become more aware and conscious of my own teaching methods, as well as the way in which I manage behaviour issues. I recognise that one of the basics for tackling bad behaviour is through good teaching.</p> <p>As for the school itself, it has readily taken on board the findings of my research with regards to our school's 'bmp' and has stated the following:</p> <p><i>"There's a lot to be taken on board and we will be taking on board the findings of the research: a new behaviour policy will be created..."</i></p> <p>It was important to involve the whole school in this research and so, for example, it was interesting to gain the views of the pupils and realise that much of what they were concerned about when it came to behaviour management was echoed by the teachers.</p> <p>Work therefore in the areas of review, information-sharing and training will be implemented - including the formulation of the working party referred to above - and the bmp will be reviewed for the first time.</p> <p>There will be a very practical impact too as the issue of classroom and school environment, dealt with in my research, will encourage many teachers (and the school as a whole) to consider the lay-out and design of their rooms and the posters and information displayed in it.</p>	<p>Impact of the Project (and evidence source)</p> <ul style="list-style-type: none"> • Knowledge • Practice • Pupil/Student learning • Experience • Pupil/Student Learning • Outcomes (What happened as result?)

Other Information	
Contact E mail or address (optional)	