

Creating a positive whole school climate

Aims

- To understand the influences of the school environment on pupil and staff behaviour, attendance and learning
- To identify how all staff can contribute to creating a positive climate
- To build on Core day 1 materials to demonstrate how improved teaching and learning can promote positive behaviour and regular attendance

Resources

- Slides 1–14
- Handouts 1–6
- A3 paper
- Flipchart and pens
- Participants need data collected from their audit (refer to Task 4 on p.151)

Outline of the session

Introduction	Whole group	5 minutes
How does the whole school environment impact on teaching and learning?	Whole group/pair/table/individual	20 minutes
Focus on the role of staff and others in the whole school community in promoting a positive school climate	Whole/small group	20 minutes
Using behaviour plans to bridge between staff expectation and pupil behaviour	Whole/small group	20 minutes
The role of pupils in supporting and maintaining a positive whole school climate	Whole/small group	20 minutes
Summary and points for action	Whole group	5 minutes

Introduction

5 minutes

Show **slide 1** to clarify the aims for the session.

Slide **1**

Aims of the session

- To understand the influences of the school environment on pupil and staff behaviour, attendance and learning
- To identify how all staff can contribute to creating a positive climate
- To build on Core day 1 materials to demonstrate how improved teaching and learning can promote positive behaviour and regular attendance

Explain that the emphasis of this session is on the way in which pupil behaviour and attendance can be improved by the way staff build a positive school climate through a consistent approach to behaviour both inside and outside the classroom. All aspects of school life influence pupils' attitudes to school and their reaction to school. A stimulating, safe environment where pupils feel they belong, are valued and do not fear being bullied, has a significant impact on their attitude to learning and their motivation to attend school.

Show **slide 2**.

Slide **2**

'... where pupils are provided with a pleasant environment they respect it, and where they have contributed to it they treat it as their own.'

(*The Elton Report*, 1989, page 115)

This session builds on sessions 1 and 4 of Core day 1. Remind participants of the key contents of these sessions. Explain how the climate of the school is a composite of the physical environment and the values, beliefs, relationships and interactions that take place every day between all those individuals who make up the whole school community. Stress that it is the responsibility of all staff and pupils to contribute to a positive whole school environment that is safe and where pupils and staff feel they belong and learning potential is achieved.

How does the whole school environment impact on teaching and learning?

20 minutes

Show **slide 3** and explain that, whatever influences pupil behaviour and attendance beyond the school gate, research has shown that 'schools can make a difference' and that the influence of the teacher and other adults is enormous. (*The Elton Report*, 1989)

Slide **3**

'I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate, humour, hurt or heal.'

(Ginott, 1972)

Task 1

Show **slide 4** which outlines some of the characteristics of an effective school. Provide a few minutes for pairs to reflect on these characteristics and decide if there are any more to be added.

Take feedback and add further characteristics on the flipchart. It is important to reinforce that climate pervades the whole school and does not only reside in the classroom. Ask participants first to reflect on both classroom climate and whole school climate and answer the following questions.

- Are there differences?
- What makes the differences?

For example, classrooms are places where the teaching and learning of a specific subject is the focus, whereas corridors, playgrounds, etc. are places where social interaction, movement and play happen and may not be recognised by anyone as places where teaching and learning continue.

Take brief feedback on good whole school practice so that this can be shared across all participants. Stress that it is the responsibility of all staff and pupils to contribute to a positive whole school environment. Ask participants to think of one example of how the management of the out-of-classroom environment could promote positive behaviour and regular attendance.

- How can the senior leadership team work with staff on this issue?
- How can the senior leadership team involve pupils in developing their contributions?

Slide 4

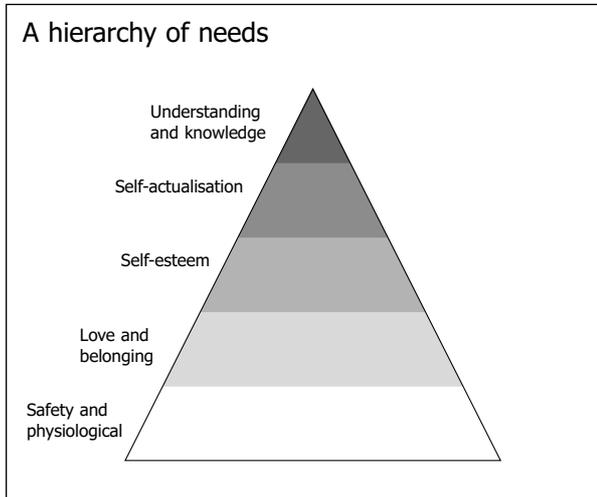
Characteristics of an effective school include:

- an ethos built on the belief that everyone is valued
 - a recognition by pupils that staff treat them fairly and are committed to teaching them
 - effective and consistent routines, such as the way pupils move round school and the way lessons begin and end
 - a concern that pupils should feel secure, both in terms of the physical environment and emotionally
 - strategies for making learning dynamic, interesting and challenging
 - a clear partnership between school, pupils and parents
 - displays which support learning and celebrate success
- (HMCI report 01/02)

Staff and pupil needs

Ask participants to consider what pupils and adults might need from the whole school environment. Show **slide 5**.

Slide **5**



Explain that **slide 5** is based on Maslow's theory. He described basic human needs on five levels, in a hierarchy from the most basic to the more sophisticated. Higher levels of stimulus are impossible without a degree of warmth, security and physical comfort. Once a pupil's physiological needs have been met, schools need to ensure safety and a meaningful sense of belonging through active involvement and participation in school life. It is only when these basic needs are met that all adults and pupils in the school can achieve their potential.

Task 2

Distribute **handout 1** and ask participants to identify how their school and wider community can promote a positive whole school environment to meet the needs of pupils and adults. Map these processes/activities onto the five levels of Maslow's hierarchy.

Take feedback. Ensure links are made to the school values and principles. This task enables participants to focus on level one of Maslow's hierarchy which has a direct link to rights and responsibilities with codes of conduct creating the parameters for safety.

Explain that research suggests effective schools have a more positive whole school climate and this is linked with less emphasis on punishment and critical control and more emphasis on rewards and praise, the active promotion of self-control and good relationships.

Give the example that a lower incidence of bullying is positively associated with the frequency with which staff articulate positive views towards pupils and emphasise the importance of positive and supportive relationships.

Ask for a few examples of **how** adults articulate positive views towards pupils and remind participants of positive relationship points from session 2.

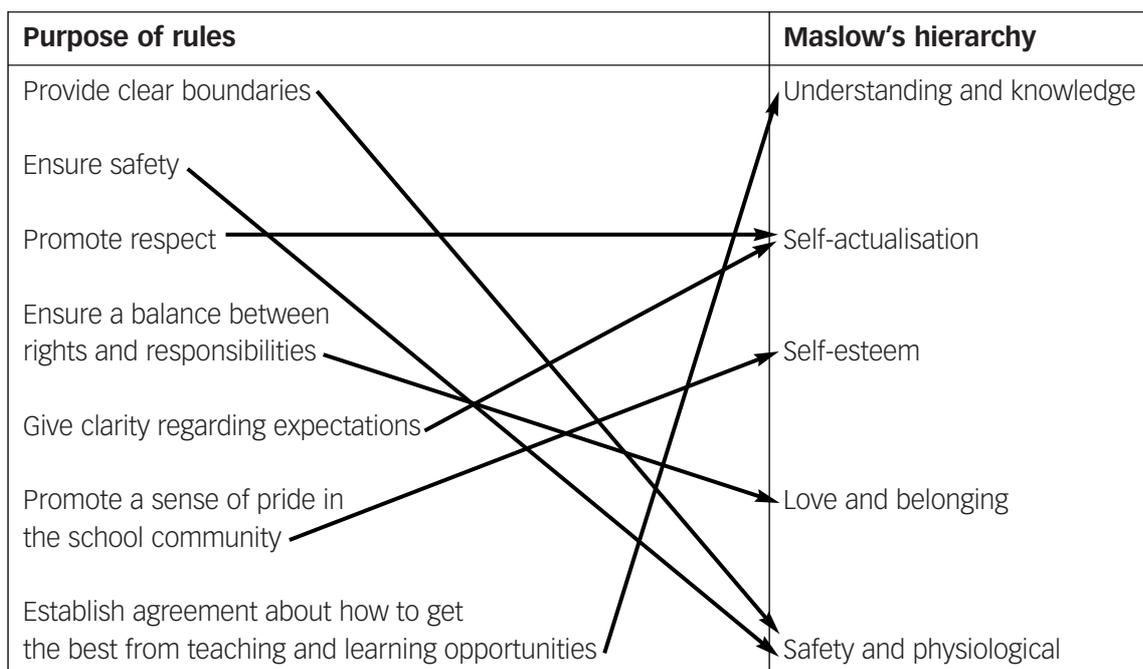
Rules and expectations

Explain that known parameters are essential if pupils and staff are to feel safe and able to teach and learn effectively. Rules and expectations that are communicated, shared and applied fairly and consistently create an atmosphere that it is calm, purposeful and secure. Use **slide 6** to explore the purpose of rules.

Slide 6 **The purpose of rules is to:**

- provide clear boundaries
- ensure safety
- promote respect
- ensure a balance between rights and responsibilities
- give clarity regarding expectations
- promote a sense of pride in the school community
- establish agreement about how to get the best from teaching and learning opportunities

Use the diagram below to help make the connection between the purpose of rules and Maslow's hierarchy.



Explain that rules can give clarity to the message that the whole school community cares about its environment. Emphasise that rules are a means of ensuring that everyone's rights are respected and their responsibilities are clear. This can only happen when:

- rules are agreed jointly;
- everyone has a sense of ownership of the rules;
- the purpose of the rules is clear.

Rules indicate the boundaries between acceptable and non-acceptable in terms of behaviour for everyone in the school community. The effective use of rules will contribute to a climate that promotes positive behaviour and encourages regular attendance. Explain that rules are reinforced positively through the verbal and non-verbal interactions between staff, staff and pupils, and pupils.

The language used by individuals and the views that are incorporated into decision making all frame the outcomes and support the quality of staff–pupil relationships. Minor infringement of rules can soon be overcome if relationships are robust and the opportunities to share views and opinions are built into the process.

Task 3

Ask participants to work in pairs to think of as many school rules as possible that are usually seen in corridors and other public areas around the school.

Might include:

- *Always walk on the left*
- *Don't shout in the top corridor*
- *Do not leave doors open*
- *No bikes*
- *Place all litter in bins provided*
- *Work cooperatively in groups*

Ask participants to consider each rule in relation to the following questions:

- Is the rule framed positively?
- Does it give a clear instruction?
- How might this rule be reinforced by staff?
- What strategies could staff use to encourage pupils to keep to the rule?
- Is it possible to see from which school value and principle it originates?

Ask participants to make the link between the rule and Maslow's hierarchy. Explain that meeting low level needs will lead to an improved learning environment inside and outside the classroom.

Show **slide 7** while taking feedback so that direct links with school values and principles can be made. Emphasise that rules need to be observable so that staff can use pupils' cooperation with the rules to acknowledge and praise positive behaviour.

Ask participants to identify how they help to support the implementation of rules across the school, for example:

- by providing clear models of expected behaviour outlined in rules;
- by reminding the class of the rules at the beginning of the session and revisiting them in the plenary;
- by using peer mentors who will provide good role models;
- through the celebration of good behaviour at weekly whole school assemblies.

Slide 7

Rules should be:

- developed with the pupils
- clear, positive and enforceable
- expressed in inclusive language
- few in number and clearly displayed
- evaluated, reviewed and changed, as necessary

Promoting the whole school environment for learning

Emphasise that positive physical aspects of the school environment can be undermined by poor relationships and interactions and it is essential for schools to consider both a physical and human dimension.

Task 4

Remind participants that in the behaviour and attendance audit they were asked to look at out-of-class behaviour. Ask participants, using this data and working in pairs, to briefly identify staff actions which would consistently support improvements in this area.

Give out **handout 2** and encourage participants to consider both the physical and human dimensions that impact on pupil behaviour and attendance and also reduce the chance of bullying outside the classroom. Take brief feedback.

Using **handout 2**, invite participants to take on the role of a stakeholder or member of a school community to identify the contributions they could make during the course of a school day to promote a positive whole school environment. Some examples have been provided to start the activity.

Many schools may have developed checklists for both whole school focus and classroom focus to identify those elements that influence the climate for behaviour. It may be useful to use these checklists, or the one that has been developed using **handout 2**, to further explore how these elements promote a positive climate and to develop the role of contributors.

Focus on the role of staff and others in the whole school community in promoting a positive school climate

20 minutes

Make links to the Core day 1 training materials, and in particular session 1, handout 1, and stress that to achieve a positive school climate everyone needs to feel included and be involved. This may involve identifying and providing support for some staff. Explain that support is a professional entitlement and all staff need to know that they are supported and how to get support if they need it. This is as true for support staff and adult volunteers in a school as it is for teaching staff.

Active staff support helps reduce:

- feelings of inadequacy;
 - feelings of isolation;
 - discrepancies between teachers which undermine consistency;
- and increases coping skills, confidence in action planning and the ability to contribute.

Ask participants to consider briefly what management actions would encourage staff to feel supported. Responses may include:

- fully inclusive meetings with relevant agenda items so that staff feel listened to;
- opportunities for all staff to contribute to policy review;
- involvement of a cross-section of staff in governor committees;
- opportunities for continuing professional development for all staff;
- skill analysis of all staff to identify strengths for staff to develop and lead in out-of-school and non-curriculum activities;
- celebration of achievement for both staff and pupils through assemblies and newsletters.

Task 5

Ask participants to consider and discuss the following scenario and the related questions on **slide 8**.

A colleague is experiencing challenges with the teaching and behaviour management of a Year 9 lower set humanities group.

Take feedback and note important points on the flipchart.

Slide 8

- Why might this be happening – whole school issues?
- How do you think the colleague should be approached?
- What guidelines would help to support colleagues in this situation?
- What do you currently have in your school to support colleagues who may be in this situation?
- What are the strengths of this system?
- What parts of that support are currently weak?
- What can you do to mitigate these circumstances?

Suggest that an effective support model would use a solution-focused approach and include professional development. It would include the elements shown on **slide 9**.

Slide 9

- Exploring strengths and resources
- Emotional support
- Information and advice
- Structural/resource support
- Peer coaching and feedback
- Review of whole school issues

Explain that in order to set up effective models of support the senior leadership team needs to consider the elements in **slide 9**. A positive school climate involves all staff feeling both **supportive** and **supported**. Any model of support therefore needs to:

- be coherent;
- provide opportunities for friction to be resolved through dialogue;
- enable difficulties to be addressed by whole school systems;
- ensure a sense of fulfilment for all staff.

The range of skills among staff results from their various prior experiences. The senior leadership team should take this into account when determining how to support their colleagues.

Task 6

Distribute **handout 3**. Ask participants to spend a few minutes looking at the various characteristics and in groups discuss and note their potential impact on relationships, learning behaviour and attendance.

After 5 minutes take brief feedback. Acknowledge the importance of staff being willing to recognise the ways in which they present to others and the potential impact. Ask participants how they can use their knowledge of different staff characteristics to provide support in school.

It is important to recognise that all staff can have a mixture of these characteristics. Encourage participants to discuss which characteristics are most helpful in supporting colleagues. Some models offer positive support and others leave situations unresolved.

Models include, for example:

- the welcoming teacher who encourages responsibility among pupils and also supports pupils where there are barriers to learning;
- the teaching assistant who listens carefully to issues which are raised and problem-solves with the pupil;
- the teacher on duty who uses positive language to maintain good order and a calm atmosphere in the corridors.

The whole school community has a responsibility for promoting a positive school climate and it is at the strategic level that decisions and opportunities need to be made to maximise the contribution of all. Expand on how this can be done.

Task 7

Give out **handout 4**, which highlights some common problems in school in relation to bullying, truancy and poor behaviour. Ask participants to select two of the areas to concentrate on first. Ask them to consider how the situation might look when the problem no longer exists:

- How could these changes be achieved?
- Who could be involved?
- Activities?
- Resources and support?
- Timescale?
- Monitoring and evaluation systems?

Two examples have been partially completed to provide a model. Solution-focused methods could be used here, e.g. use of scaling techniques.

If there is time it might be useful to analyse the different roles taken on by different members of staff. For example, does it always have to be senior staff who carry out the monitoring and evaluation role?

Using behaviour plans to bridge between staff expectation and pupil behaviour 20 minutes

Explain the purpose of a behaviour plan. It is more than just having a set of rules that pupils have to abide by.

- It is a negotiated and agreed code of conduct for staff and pupils.
- It supports the teaching of positive behaviour.
- Its purpose is to create an appropriate climate for successful teaching and learning using solution-focused approaches.
- It allows teachers to recognise and reward positive behaviours and learning.
- It outlines consequences of off-task behaviour.
- It enables pupils to make informed choices about how to behave.

Effective classroom practice tells us that positive reinforcement is more effective in promoting desirable behaviour than positive correction is in deterring undesirable behaviour and that consequences are more effective if pupils are able to participate in their formulation. One major

function of the behaviour plan is to emphasise to pupils the importance of a calm and respectful environment and its impact on their ability to learn.

Developing a classroom behaviour plan

Ask participants to briefly consider the different areas they would expect to be covered by a behaviour plan. Provide the example of communication and indicate that the plan may make reference to the noise level in lessons and the protocols for getting staff attention. Show **slide 10** to show six of the common areas around which behaviour plans are constructed. Take feedback from participants about any other areas they have considered.

Slide 10

Area	Coverage
Movement	Movement in, out and around the room Tidying the room and preparing to leave
Learning	The way we learn in order to be most effective <ul style="list-style-type: none"> • Group work • Whole class work • Individual work • Meeting new challenges
Communication	Noise levels Getting attention
Mutual respect	The way we behave toward one another Manners and general courtesy Physical hurt
Safety	Use of equipment General safe behaviour
Problem solving/conflict resolution	The way in which we solve difficulties Concentrating on solutions and answers

Explain that by grouping the rules and routines into particular categories you can create a climate that promotes effective learning and regular attendance. The categories emphasise the rights of pupils and refer back to Maslow's hierarchy of needs in relation to learning, safety, communication, respect and conflict resolution.

Task 8

Ask participants to start completing the grid on **handout 5**. Allow 10 minutes. Without taking feedback, ask adjacent groups to swap their partially completed handouts. Using **slide 11**, ask the groups to review the consequences suggested by the first group.

Take feedback. Ask participants to consider how they could use this activity to develop their own plans with some of their classes. How would they ensure consistency with other plans used by other members of staff? For example, the submission of classroom behaviour plans could be managed centrally.

Slide 11

- Is the consequence reasonable and fair?
- Is the consequence related to the behaviour?
- Is it always possible to relate consequences to behaviour?
- Does the pupil learn from the consequence?
- Does it support behaviour change?
- Can the consequence be consistently applied?

It is important to consider how behaviour plans may be introduced into the teaching and learning environment. Staff will initially need to recognise that, through negotiated agreement of the content of the plan:

- they are able to be proactive and take risks in terms of raising expectation and challenge;
- they will develop an effective tool for **teaching** positive behaviour which promotes a climate for learning;
- pupils can recognise that they are learning in a safe, fair and consistent environment.

Staff can use behaviour plans to support positive staff–pupil relationships by discussing the type of behaviour that supports learning and identifying specific responsibilities of staff and pupils to ensure the plan is implemented effectively. There should be opportunities to refer back to the plan by having it permanently displayed, and to review it when the behaviours addressed are no longer being managed using the agreed actions.

It is important to emphasise that the classroom behaviour plan is not a replacement for the Individual Behaviour Plans (IBP) or Individual Education Plans (IEP) that some pupils will have, although there would be a high degree of expectation that the contents of each did not contradict one another. A close analysis of behaviour plans could be a useful source of information for identifying pupil and staff training needs.

The role of pupils in supporting and maintaining a positive whole school climate 20 minutes

Explain that pupils should be encouraged to:

- take responsibility for their actions;
- recognise the choices they make in relation to behaviour;
- acknowledge how behaviour affects others' rights;
- engage in whole school decision making.

Briefly revisit the human rights legislation underpinning Core day 1, session 1, reminding participants that the values and principles within a school are demonstrated by the way in which rights and responsibilities are understood and practised by all members of the school community. It is important for pupils to know and understand rights if they are to actively contribute to the positive whole school climate.

Explain that pupils can play a key role in whole school decision making and policy development. Teaching behaviour for learning should involve promoting the pupil role in decision making. The best way to learn key values, skills and behaviours is to experience them. That way, pupils may develop a better understanding of staff reactions to their behaviour, rather than to them as an **individual**. Emphasise the opportunities provided by the Citizenship curriculum and show **slide 12**.

Slide 12

'Schools should make every effort to engage pupils in discussion and consultation about all aspects of school life on which pupils might reasonably be expected to have a view, and wherever possible to give pupils responsibility and experience in helping to run parts of the school.'

(Crick, 1998)

Ask participants to consider the positive outcomes that actively involving pupils in school decision making might bring. Take feedback and stress the following points, which illustrate existing good practice.

Involving pupils in school decision making:

- promotes mutual understanding;
- conveys the ethos that everyone's views are respected and valuable;
- helps pupils develop social, emotional and behaviour skills;
- engages students in cooperation, which they can apply in and beyond the classroom;
- provides pupils with a tangible sense of investment in the learning process and in the wider school community.

There are a number of structures that exist within school which enable pupils to have an active voice. Show **slide 13** to provide some examples.

Slide 13

In order to involve all pupils in school decision-making processes, consider whether they can:

- participate in the running of the school through school and class councils or committees
- take responsibility for looking after younger pupils and receiving visitors
- undertake duties in the library, resource and ICT centres
- participate in and run school clubs, societies and other ventures, open evenings, breakfast and lunch clubs, the school magazine or newsletters
- be involved in looking after and making improvements to the school buildings and grounds
- engage in peer-counselling, peer-mentoring, buddy schemes, coaching and peer-mediation

Task 9

Ask participants to work in small groups and select one of the examples from **slide 13**. Consider how your school could establish working practice in this area.

- What are the aims?
- Who might be involved?
- How will the pupils be selected?
- How will school staff support its coordination?
- How will the school measure the impact of the structure on pupils' ownership of school decision making and therefore the successful implementation?

Take brief feedback and encourage participants to share current practice, focusing on the positive outcomes and indicating how challenges were addressed. Take the opportunity to demonstrate solution-focused questioning, e.g. scaling, by asking the following questions.

- Where might you want to be in the near future?
- Where is your school on the scale in relation to the example chosen?
- What might be the steps to take on the way?
- How will you manage this?
- Who will provide support?

Celebrating positive outcomes

Schools have developed a number of strategies to share good news about behaviour and attendance. Some of the structures that were discussed in the last task provide excellent routes for pupils to be involved in celebrating improvements in behaviour, attendance and anti-bullying strategies.

A number of schools with a 'house' system have quite intense competitions to get the best attendance figures over a term and the peer support and encouragement enable pupils to further spread the message about pupil responsibility within whole school issues. House points are awarded and prizes won through collective efforts which are beginning to impact on whole school data.

Task 10

Ask participants to work in groups to identify any other systems in place in schools, which encourage participation and develop the responsibility of all pupils.

Ask participants to emphasise how pupils are involved in celebrating improvements in behaviour and attendance and anti-bullying strategies. Ask them to record their responses on sticky notes.

Invite one group to present their responses and then ask other groups to add new ideas. This will allow you to ask the solution-focused question – '*How did you manage to achieve that?*' Collate the ideas and ensure they are distributed to all participants.

Explain that it is important that pupils understand how they can contribute to the whole school, and not just by engaging in learning in the classroom. Their contribution needs to be seen as being just as important as the contribution from adults in school if progress is to be made.

Summary and points for action

5 minutes

Show **slide 14** and use it to highlight the key points.

Slide 14

- The school climate is a critical factor when considering what influences pupil and staff behaviour and attendance
- The climate pervades the whole school and does not simply reside in the classroom
- The whole school community has a responsibility to contribute to a positive climate for learning
- Known parameters are essential if pupils and staff are to feel safe and able to teach and learn effectively
- Key roles and responsibilities need to be established to support all aspects of school life – pupils also have a key role in school

Use the flipchart to summarise some of the outcomes from the activities carried out in this session. In the middle of the page write:

Creating a positive whole school climate

Ask participants to recall some of the outcomes of the activities and link them to the central aim in the form of a spider diagram. Links may include:

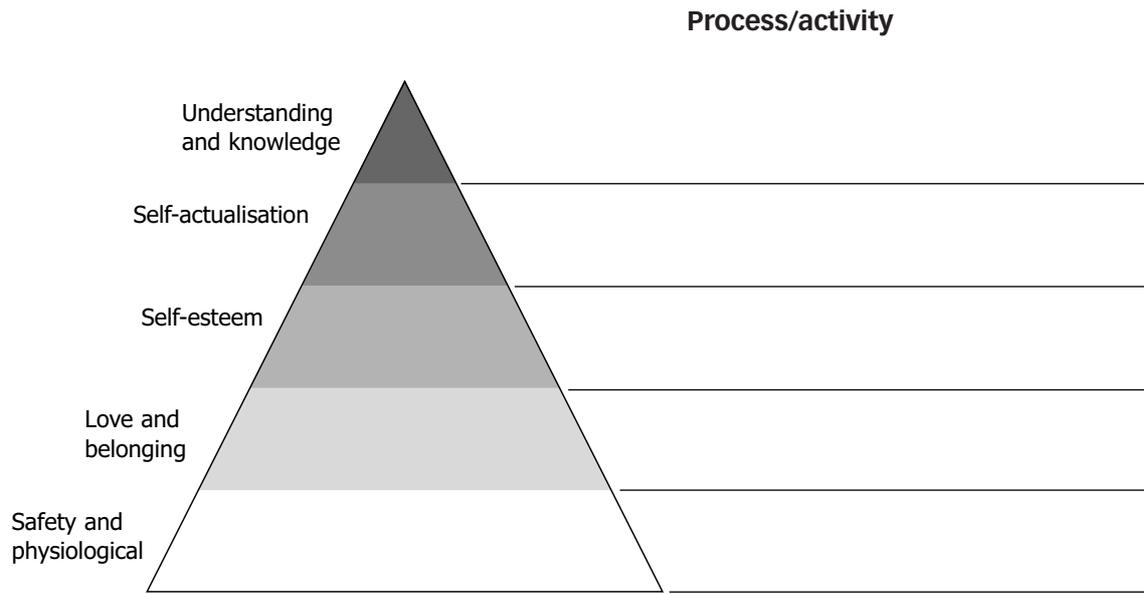
- staff support;
- pupil involvement;
- clear roles and responsibilities;
- rules and consequences;
- celebration of success;
- behaviour plans;
- out-of-class behaviour.

Finally, re-emphasise that the whole school climate can have a major impact on bullying and truancy, in addition to addressing behaviour difficulties.

Key points for action in schools

Refer participants back to the aims of the session and encourage them to complete the points for action in **handout 6**. Identify how they will use this session to provide training in school, who they will involve and when. It will be helpful to share this form with the senior leadership team and their consultant at the next meeting.

Handout 1



Handout 2

Promoting the whole school environment

Key moments in the day	Parents/carers	Staff	Visitors	Pupils
Pre-school	Check contents of child's schoolbag against timetable	Supervise breakfast club and encourage pupils to eat a healthy breakfast		
Breaktimes			Provide models of behaviour, asking pupils for directions within school	Provide peer mentoring Support peers who find breaktime a source of anxiety
Lesson transition		Encourage pupils to move quickly to lessons		
Lunchtime	Reading club/ intervention units	Deployed to supervise identified 'hotspots'		Table monitors Organise lunchtime activity club
End of the school day		Supervision of bus queue and dismissal		Buddy system for new pupils Pupils attend sports activity

Handout 3

Characteristics	Expected response	Example	Impact on relationships, learning, attendance and behaviour
Major-general	Takes over	<i>'Look – I know what you're feeling and this is what I'll do about it ...'</i>	
Judge	Moralises and pronounces judgement	<i>'Well, if you do talk to him like that you can only expect that response. You need to stay in at break and think about it.'</i>	
Victim	Compares situation with themselves	<i>'You think you're having a bad day? You should try and have my class.'</i>	
Psychologist	Analyses action	<i>'Hmm – this sounds like one of those times when you were feeling bad and you reacted negatively.'</i>	
Preacher	Preaches at you!	<i>'It's not good enough. This sort of behaviour gives us all a bad name.'</i>	
Joker	Makes light of it	<i>'Heh, it's not so bad. We've all been in deep water before – did you hear the story about ...'</i>	
Soother	Offers consolation	<i>'Oh, I am sorry to hear that. How terrible – no wonder you're so negative.'</i>	

Handout 4

Common problem	Goal	Staff involved <small>(in order for this to be effective the school CPD programme needs to be responsive)</small>	Action	Resource and support	Timescale	Monitoring and evaluation
Bullying of Year 7 girls in the school library		Librarian, administration assistant	Active supervision of all areas Staff training Review policy	Provision of supervised area with additional opportunity for timetabled one-to-one discussions	Trial for half a term	Deputy head to monitor at lunchtime Librarian to provide breaktime monitoring
Late arrival at lessons of disruptive group of pupils		SLT monitors corridors Teachers in classes to welcome pupils	SLT to give positive rule reminders and interact positively with pupils in corridor Teacher to have resources ready in class, lesson and behaviour objectives posted on the board Starter activity on flipchart that late pupils can access without too much disruption to rest of the class	Clear signposting in school Activity cards posted outside classrooms	Autumn term	Pastoral deputy to monitor corridors Headteacher to visit lesson starters
Fighting in canteen queue on second dinner sitting						
Graffiti and damage to flowerbeds at front of school						
Poor attendance at Friday morning assembly by KS4 pupils						
Increased use of text bullying at break and lunchtime						

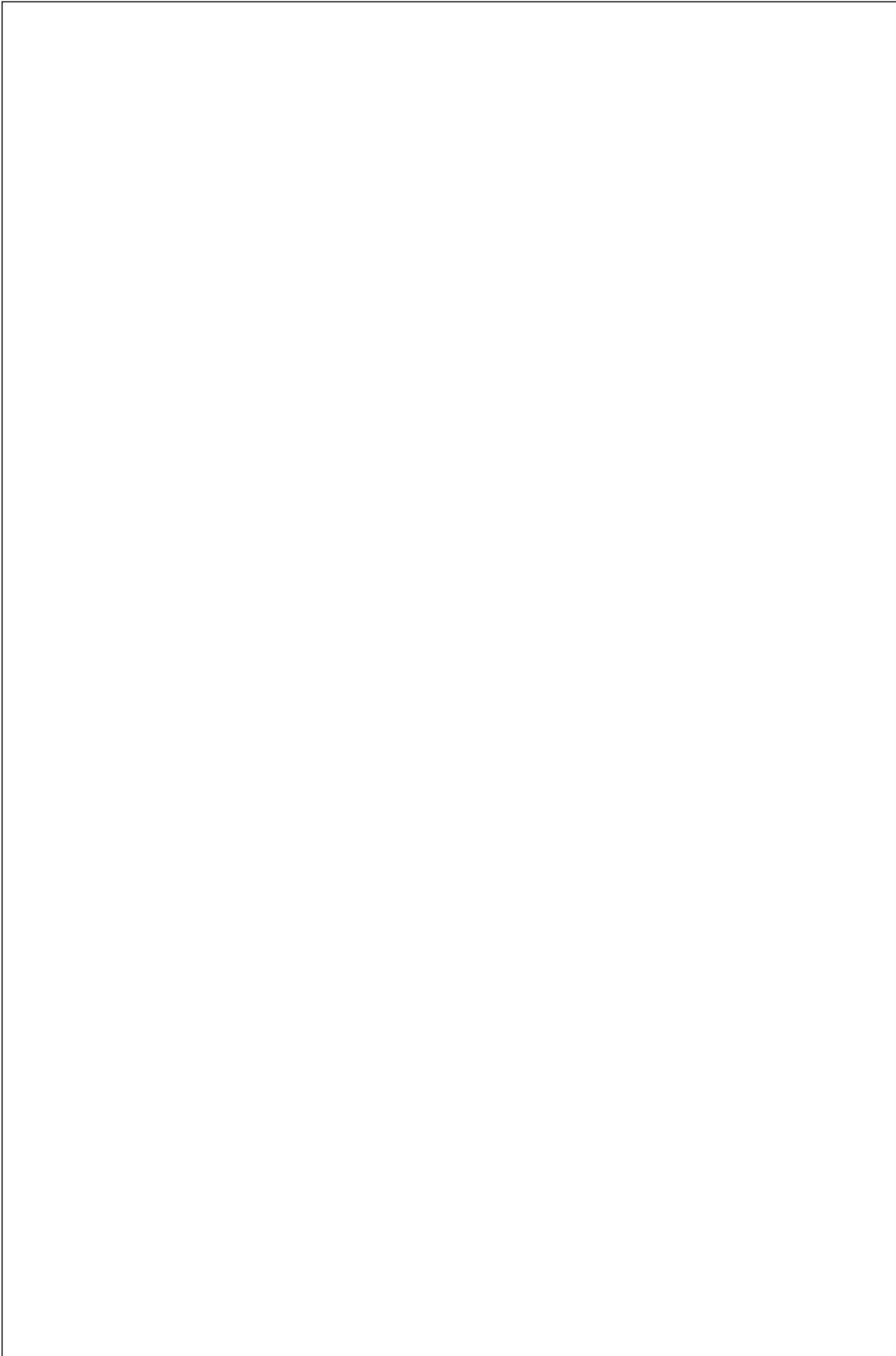
Handout 5

Use this page to consider and complete a behaviour plan for your classrooms that encourages positive behaviour and regular attendance.

Rule or routine	Covers	Example	Positive consequence	Negative consequence
Movement	Movement in, out and around the room Tidying the room and preparing to leave			
Learning	The way we learn in order to be most effective <ul style="list-style-type: none"> • Group work • Whole class work • Individual work • Meeting new challenges 			
Communication	Noise levels Getting attention Working with a partner/group			
Mutual respect	The way we behave toward one another Manners and general courtesy Physical hurt			
Safety	Use of equipment General safe behaviour			
Problem solving/ conflict resolution	The way in which we solve difficulties Concentrating on solutions and answers			

Handout 6

Points for action





Aims of the session

- To understand the influences of the school environment on pupil and staff behaviour, attendance and learning
- To identify how all staff can contribute to creating a positive climate
- To build on Core day 1 materials to demonstrate how improved teaching and learning can promote positive behaviour and regular attendance



'... where pupils are provided with a pleasant environment they respect it, and where they have contributed to it they treat it as their own.'

(The Elton Report, 1989, page 115)





'I have come to the frightening conclusion that I am the decisive element in the classroom. It is my personal approach that creates the climate. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate, humour, hurt or heal.'

(Ginott, 1972)



Key Stage 3 *National Strategy*



Slide 4

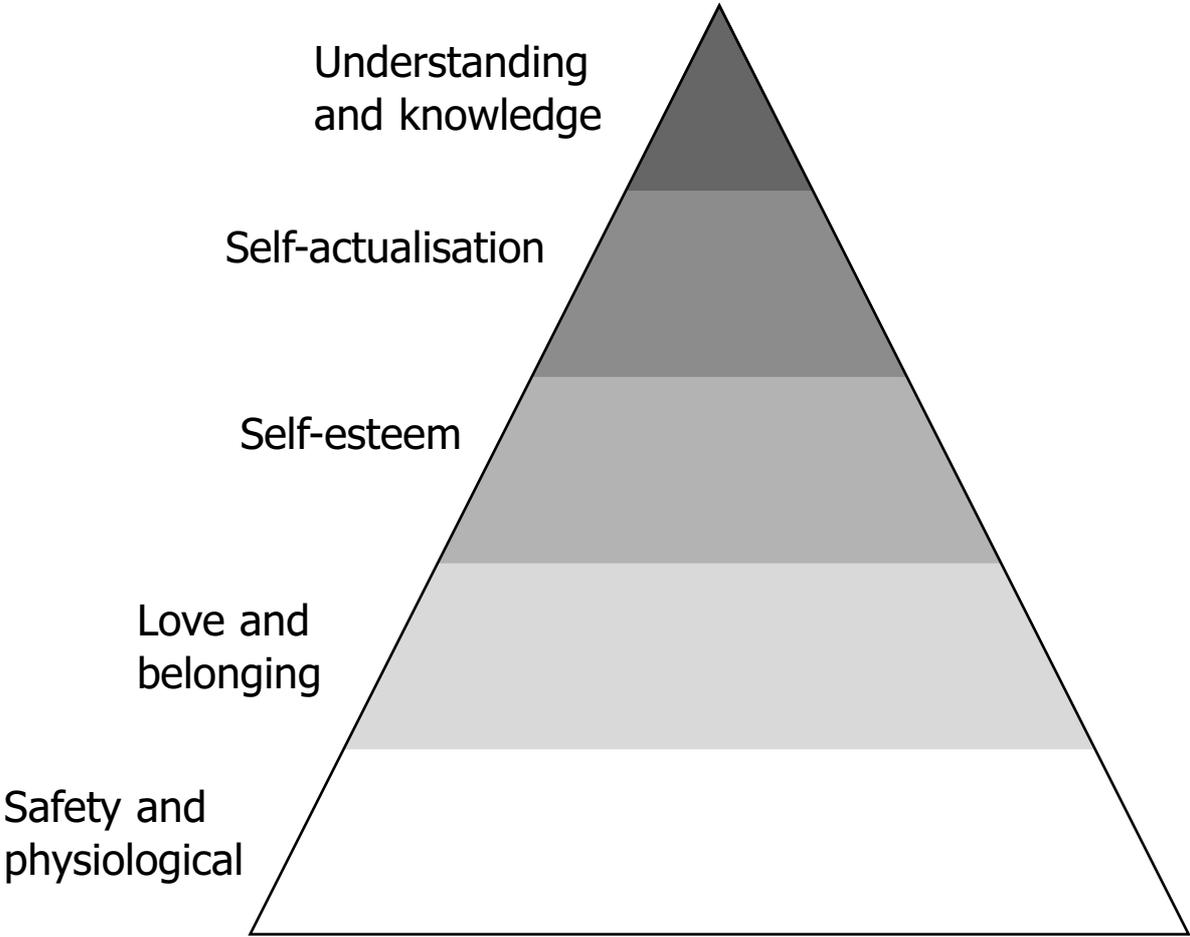
Characteristics of an effective school include:

.....

- an ethos built on the belief that everyone is valued
- a recognition by pupils that staff treat them fairly and are committed to teaching them
- effective and consistent routines, such as the way pupils move round school and the way lessons begin and end
- a concern that pupils should feel secure, both in terms of the physical environment and emotionally
- strategies for making learning dynamic, interesting and challenging
- a clear partnership between school, pupils and parents
- displays which support learning and celebrate success

(HMCI report 01/02)

A hierarchy of needs





Slide 6

The purpose of rules is to:

- provide clear boundaries
- ensure safety
- promote respect
- ensure a balance between rights and responsibilities
- give clarity regarding expectations
- promote a sense of pride in the school community
- establish agreement about how to get the best from teaching and learning opportunities



Rules should be:



- developed with the pupils
- clear, positive and enforceable
- expressed in inclusive language
- few in number and clearly displayed
- evaluated, reviewed and changed, as necessary





Slide 8

-
- Why might this be happening – whole school issues?
 - How do you think the colleague should be approached?
 - What guidelines would help support colleagues in this situation?
 - What do you currently have in your school to support colleagues who may be in this situation?
 - What are the strengths of this system?
 - What parts of that support are currently weak?
 - What can you do to mitigate these circumstances?



- Exploring strengths and resources
- Emotional support
- Information and advice
- Structural/resource support
- Peer coaching and feedback
- Review of whole school issues



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Communication	Noise levels Getting attention
Mutual respect	The way we behave toward one another Manners and general courtesy Physical hurt
Safety	Use of equipment General safe behaviour
Problem solving/conflict resolution	The way in which we solve difficulties Concentrating on solutions and answers



- Is the consequence reasonable and fair?
- Is the consequence related to the behaviour?
- Is it always possible to relate consequences to behaviour?
- Does the pupil learn from the consequence?
- Does it support behaviour change?
- Can the consequence be consistently applied?





Slide 12

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'Schools should make every effort to engage pupils in discussion and consultation about all aspects of school life on which pupils might reasonably be expected to have a view, and wherever possible to give pupils responsibility and experience in helping to run parts of the school.'

(Crick, 1998)



In order to involve all pupils in school decision-making processes, consider whether they can:



- participate in the running of the school through school and class councils or committees
- take responsibility for looking after younger pupils and receiving visitors
- undertake duties in the library, resource and ICT centres
- participate in and run school clubs, societies and other ventures, open evenings, breakfast and lunch clubs, the school magazine or newsletters
- be involved in looking after and making improvements to the school buildings and grounds
- engage in peer-counselling, peer-mentoring, buddy schemes, coaching and peer-mediation



Slide 14

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- The school climate is a critical factor when considering what influences pupil and staff behaviour and attendance
 - The climate pervades the whole school and does not simply reside in the classroom
 - The whole school community has a responsibility to contribute to a positive climate for learning
 - Known parameters are essential if pupils and staff are to feel safe and able to teach and learn effectively
 - Key roles and responsibilities need to be established to support all aspects of school life – pupils also have a key role in school

Task 1

Show **slide 4** which outlines some of the characteristics of an effective school. Provide a few minutes for pairs to reflect on these characteristics and decide if there are any more to be added.

Take feedback and add further characteristics on the flipchart. It is important to reinforce that climate pervades the whole school and does not only reside in the classroom. Ask participants first to reflect on both classroom climate and whole school climate and answer the following questions.

- Are there differences?
- What makes the differences?

For example, classrooms are places where the teaching and learning of a specific subject is the focus, whereas corridors, playgrounds, etc. are places where social interaction, movement and play happen and may not be recognised by anyone as places where teaching and learning continue.

Take brief feedback on good whole school practice so that this can be shared across all participants. Stress that it is the responsibility of all staff and pupils to contribute to a positive whole school environment. Ask participants to think of one example of how the management of the out-of-classroom environment could promote positive behaviour and regular attendance.

- How can the senior leadership team work with staff on this issue?
- How can the senior leadership team involve pupils in developing their contributions?

Task 2

Distribute **handout 1** and ask participants to identify how their school and wider community can promote a positive whole school environment to meet the needs of pupils and adults. Map these processes/activities onto the five levels of Maslow's hierarchy.

Take feedback. Ensure links are made to the school values and principles. This task enables participants to focus on level one of Maslow's hierarchy which has a direct link to rights and responsibilities with codes of conduct creating the parameters for safety.

Explain that research suggests effective schools have a more positive whole school climate and this is linked with less emphasis on punishment and critical control and more emphasis on rewards and praise, the active promotion of self-control and good relationships.

Give the example that a lower incidence of bullying is positively associated with the frequency with which staff articulate positive views towards pupils and emphasise the importance of positive and supportive relationships.

Ask for a few examples of **how** adults articulate positive views towards pupils and remind participants of positive relationship points from session 2.

Task 3

Ask participants to work in pairs to think of as many school rules as possible that are usually seen in corridors and other public areas around the school. Might include:

- *Always walk on the left*
- *Don't shout in the top corridor*
- *Do not leave doors open*
- *No bikes*
- *Place all litter in bins provided*
- *Work cooperatively in groups*

Ask participants to consider each rule in relation to the following questions:

- Is the rule framed positively?
- Does it give a clear instruction?
- How might this rule be reinforced by staff?
- What strategies could staff use to encourage pupils to keep to the rule?
- Is it possible to see from which school value and principle it originates?

Ask participants to make the link between the rule and Maslow's hierarchy. Explain that meeting low level needs will lead to an improved learning environment inside and outside the classroom.

Show **slide 7** while taking feedback so that direct links with school values and principles can be made. Emphasise that rules need to be observable so that staff can use pupils' cooperation with the rules to acknowledge and praise positive behaviour.

Ask participants to identify how they help to support the implementation of rules across the school, for example:

- by providing clear models of expected behaviour outlined in rules;
- by reminding the class of the rules at the beginning of the session and revisiting them in the plenary;
- by using peer mentors who will provide good role models;
- through the celebration of good behaviour at weekly whole school assemblies.

Task 4

Remind participants that in the behaviour and attendance audit they were asked to look at out-of-class behaviour. Ask participants, using this data and working in pairs, to briefly identify staff actions which would consistently support improvements in this area.

Give out **handout 2** and encourage participants to consider both the physical and human dimensions that impact on pupil behaviour and attendance and also reduce the chance of bullying outside the classroom. Take brief feedback.

Using **handout 2**, invite participants to take on the role of a stakeholder or member of a school community to identify the contributions they could make during the course of a school day to promote a positive whole school environment. Some examples have been provided to start the activity.

Task 5

Ask participants to consider and discuss the following scenario and the related questions on **slide 8**.

A colleague is experiencing challenges with the teaching and behaviour management of a Year 9 lower set humanities group.

Take feedback and note important points on the flipchart.

Task 6

Distribute **handout 3**. Ask participants to spend a few minutes looking at the various characteristics and in groups discuss and note their potential impact on relationships, learning behaviour and attendance.

After 5 minutes take brief feedback. Acknowledge the importance of staff being willing to recognise the ways in which they present to others and the potential impact. Ask participants how they can use their knowledge of different staff characteristics to provide support in school.

Task 7

Give out **handout 4**, which highlights some common problems in school in relation to bullying, truancy and poor behaviour. Ask participants to select two of the areas to concentrate on first. Ask them to consider how the situation might look when the problem no longer exists:

- How could these changes be achieved?
- Who could be involved?
- Activities?
- Resources and support?
- Timescale?
- Monitoring and evaluation systems?

Two examples have been partially completed to provide a model. Solution-focused methods could be used here, e.g. use of scaling techniques.

Task 8

Ask participants to start completing the grid on **handout 5**. Allow 10 minutes.

Without taking feedback, ask adjacent groups to swap their partially completed handouts. Using **slide 11**, ask the groups to review the consequences suggested by the first group.

Take feedback. Ask participants to consider how they could use this activity to develop their own plans with some of their classes. How would they ensure consistency with other plans used by other members of staff? For example, the submission of classroom behaviour plans could be managed centrally.

Task 9

Ask participants to work in small groups and select one of the examples from **slide 13**. Consider how your school could establish working practice in this area.

- What are the aims?
- Who might be involved?
- How will the pupils be selected?
- How will school staff support its coordination?
- How will the school measure the impact of the structure on pupils' ownership of school decision making and therefore the successful implementation?

Take brief feedback and encourage participants to share current practice, focusing on the positive outcomes and indicating how challenges were addressed. Take the opportunity to demonstrate solution-focused questioning, e.g. scaling, by asking the following questions.

- Where might you want to be in the near future?
- Where is your school on the scale in relation to the example chosen?
- What might be the steps to take on the way?
- How will you manage this?
- Who will provide support?

Task 10

Ask participants to work in groups to identify any other systems in place in schools, which encourage participation and develop the responsibility of all pupils.

Ask participants to emphasise how pupils are involved in celebrating improvements in behaviour and attendance and anti-bullying strategies. Ask them to record their responses on sticky notes.

Invite one group to present their responses and then ask other groups to add new ideas. This will allow you to ask the solution-focused question – *'How did you manage to achieve that?'* Collate the ideas and ensure they are distributed to all participants.