

# The behaviour and attendance audit for secondary and middle schools

## Aims

- To promote the use of a behaviour and attendance audit
- To familiarise schools with the behaviour and attendance audit
- To help prepare schools to undertake an audit
- To establish what consultant support may be needed to undertake an effective audit

## Resources

- Slides 1–6
- Handouts 1–2
- Flip chart and pen
- IT version of audit on CD ROM
- The initial review for secondary and middle schools
- In-depth audit booklets: Bullying and out-of-class behaviour
- The behaviour and attendance audit for secondary and middle schools: guidance for schools

## Outline of the session

Introduction	Whole group	5 minutes
Why a behaviour and attendance audit?	Whole and small group activity	10 minutes
Understanding the audit process	Whole and small group activity	25 minutes
Managing the audit	Whole and small group activity	20 minutes
Identifying the key points for action	Whole group	20 minutes
Support for the audit process	Whole and small group activity	5 minutes
Summary and points for action	Whole group	5 minutes

## Introduction

5 minutes

Explain the importance of the audit process and that it forms:

- the starting point for any school wishing to improve behaviour and attendance;
- a process for collecting together and mobilising data to inform targeted action;
- an opportunity to acknowledge existing strengths on which to build;
- an opportunity to get beneath the surface of common perceptions about pupil behaviour in the school;
- the basis for future work in the behaviour and attendance strand and in particular for planning the behaviour and attendance training programme for all staff.

**Explain that the audit is a form of self-review and is not an inspection. Significantly, the audit is 'owned' by the school, and feeds into its regular routines for school improvement such as the school improvement plan.**

Show **slide 1**.

Slide 1

### Aims of the session

- To promote the use of a behaviour and attendance audit
- To familiarise schools with the behaviour and attendance audit
- To help prepare schools to undertake an audit
- To establish what consultant support may be needed to undertake an effective audit

Expand on the bullets in **slide 1**.

- Senior staff are going to be the first port of call for school queries about the audit. They should therefore have sound knowledge of the audit principles and its processes.
- Schools may well expect or need consultants to work in partnership with them on the audit. The degree of input will vary according to the experience and self-confidence of the school.
- For active promotion of the audit, senior team members should have a good understanding of:
  - the reasons for an audit;
  - the audit document itself;
  - the process of auditing;
  - the benefits an audit will bring;
  - their own school context;
  - how to advise and challenge during the action planning process.
- The audit should be seen as the start of a process that will make a difference to standards. It establishes a baseline from which improvements and a training programme for all staff can be planned.

Summarise and make the key points:

- There is a large amount of content and process to deal with.
- The pace will be quick.
- It may not be possible to retain all of the information about the audit from this one session, but consultants have received further training and can be used for support.

## Why a behaviour and attendance audit?

10 minutes

### Task 1

Ask participants to devise up to five bullet points to use when they are explaining the reason for undertaking an audit.

Remind participants that attendance statistics are recorded twice a day and many schools look at patterns and trends, the same as they do for attainment. However, ask them whether such a formal and frequent measure is made for behaviour.

Take feedback and ask someone to log the main points on a flipchart as you field responses. Check that the following are included:

- establishing a baseline against which progress can be measured later;
- identifying existing strengths and revealing good practice for sharing;
- empowering all staff by giving them a voice;
- identifying where improvements can be made;
- heralding a focus on behaviour and attendance;
- reflecting the raised profile of behaviour and attendance nationally.

Round off the discussion with these points:

- A great deal of good news will come from the audit: it is an excellent opportunity to celebrate success.
- Stress the importance of using the skills of the most able behaviour and attendance managers to share best practice.
- Time spent in auditing is well spent. If referrals to senior team members are reduced as a result, the time spent on the audit will be repaid many times over.

## What is the behaviour and attendance audit?

Show slide 2.

Slide 2

The behaviour and attendance audit is:

- For all schools
- For the whole school
- For everyone involved for example staff, pupils, parents
- About outside as well as inside the classroom
- Tailored and adaptable to local issues

Summarise:

- The audit should be a positive experience and will identify the strengths of the school.
- Everyone has a say. The audit seeks all views and is designed to encourage ownership by the whole school.
- Everyone has an input into any changes that come about as a result of it.
- Everyone in school wants improvements in this area.

## Understanding the audit process

25 minutes

Explain that participants will gain an overview of the audit document and processes and should concentrate on:

- the broad framework and principles behind the document's structure, not the detail – that will come with time;
- the practice involved in auditing.

Also make it clear that this section is very much a case of a 'walk through' the documents.

Make the following key points:

- The audit is a suite of tools and is in two main sections: the initial review and in-depth audits.
- All schools are encouraged to conduct the initial review and, from this, identify areas that may require in-depth auditing.
- The initial review could be a desktop activity for SLT at one or two meetings. However, they should encourage as many contributors as possible if they want to engage all staff and pupils in the outcome.
- It is recommended that staff make contributions to the initial review during their usual cycle of meetings.
- It is likely that most schools will identify an area in the initial review that they might wish to pursue into the in-depth audit. The outcome of this should help to focus time and resources for future training and development.

### Focusing on the initial review

Distribute the initial review document to each participant.

Ask them to turn to:

- Section 1 *Review of data* (page 5)
- Section 2 *External findings* (page 8)

Give the group time to digest the contents of these pages.

Acknowledge that members of the senior leadership team should be familiar with data collection and interpretation.

Point out that this exercise is purely to see the kind of data that is being asked for in the audit.

Talk through the following points in relation to the review of data:

- This data should all be easily available.
- Consider who is best placed in the school to assist with the data collection.

Indicate to participants the following points:

- Both the *review of data* and any *external evaluations* can provide the context for the rest of the audit.
- The behaviour and attendance audit is asking for broad headlines only.
- Any external evaluation may be useful.
- Internal evaluation is also useful.

Ask participants to turn to:

- Section 3 *Policy checklist* (page 10)

Remind participants that this is the checklist from the DFES advice document which they saw in session one. Make the point that:

- this is an opportunity to gauge the content and effectiveness of schools' policy for behaviour, attendance and anti-bullying against key criteria;
- it is a useful tool to measure policy into practice.

### **Focusing on the ten sections of the review (section 4)**

Refer participants to the ten sections on pages 11–20 on which the initial review will focus:

- Leadership and management
- Everyday policies: rewards, sanctions and the promotion of positive behaviour
- Dealing with consistently poor behaviour
- Bullying
- Pupil support systems
- Classroom behaviour
- Out-of-class behaviour
- Curriculum
- Attendance
- Links with partners and other agencies

Make the point that if some of these areas have recently been investigated then use available results.

### **Involving others in the initial review**

- It is important for the SLT to share their views, but the views of others should be taken into account, perhaps by using focus groups.
- Focus groups are helpful in getting a range of perceptions on the ground and understanding what lies behind them. Factors invisible to the SLT can surface and the strength of feeling be registered.
- To avoid overload, focus groups can be 'piggy-backed' into existing meetings such as year head meetings, curriculum groups etc.

### **Deciding on further action**

Invite the participants to turn to page 21 which consists of a sheet on which the senior team member summarises the outcome of the initial review. These comments are used to inform which in-depth audits they wish to pursue.

### **Focusing on the in-depth audit**

Distribute two sample booklets from the in-depth audit:

4. *Bullying*

7. *Out of class behaviour*

Explain that each of the ten aspects of behaviour and attendance is supported by an in-depth audit booklet and that they all follow a similar format in that they include the following:

- Guidance on using it
- Preparing for the audit
- Seeking the views of key parties
- Group discussion prompt sheets
- Questionnaires
- Common findings and next steps

Invite participants to look briefly through the booklets and familiarise themselves with the content and layout.

## The audit trail

1. Ask the participants to locate the bullying section in the initial review (page 14), and to compare the initial review questions with the prompts for interviews and discussion in the in-depth audit booklet.
2. Once the audit trail has been clarified in this way, ask the participants to turn to the last page of the in-depth audit. Encourage participants to place the initial audit for bullying alongside the in-depth prompts and to track the main points into the section on *What are we aiming for?*
3. Ask participants to discuss how they might use the section entitled *What are we aiming for? Common findings and next steps* with staff to inform planning.
4. Then provide time to undertake a similar tracking exercise with the out-of-class behaviour booklet.

## In-depth audit to action planning

Ask the participants to turn to section 6 of the initial review document (page 22) and refer them to the section: *Deciding on the action required*.

Make the points that:

- Consultants can provide support, based on their experience in other schools where they have seen the audit in action and their familiarity with the support materials.
- The summary sheet on page 23 can be used to focus on the main findings, objectives to be achieved and actions required to achieve them.
- Each in-depth audit booklet gives a set of typical findings, objectives and next steps that other schools have devised.
- Do not duplicate the School Improvement Plan.

*Annex 1 – Relevant extract from HMC1 annual report (2001/02) and Annex 2 – National data on attendance and exclusions* are for information. Nothing in them should be a surprise but it is confirmation of the current situation across the country and a rough guide to schools about where they stand.

### Summarise briefly by saying:

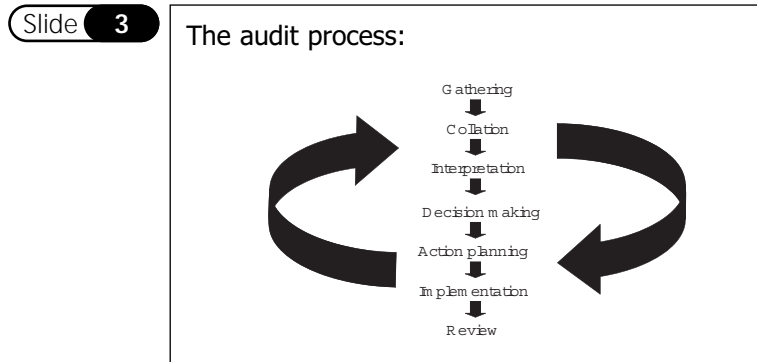
- The audit is capable of differentiation to suit the time available and level of priority in each school.
- Schools can go as far as they need to in using the audit.
- Consultants have been trained and are ready to support the process.

## Managing the audit

20 minutes

Show **slide 3**.

Explain that now there is a reasonable understanding of the audit and its processes, it is important to consider how to introduce it in school.



Talk through this process, which is familiar to schools, and make the key points when using the in-depth audits that:

- **Gathering** – This evidence will come from many sources and does not have to be collected by SLT.
- **Collation** – It would be logical to divide the responsibility for collation amongst SLT according to their roles and to include a range of support from administrative staff where possible.
- **Interpretation and Decision making** – Part of one or two SLT meetings may be given to this task.
- **Action planning** – The support of the consultant could be extremely useful. N.B. they will know what sort of training or supplementary materials are available and the sort of actions that other schools have decided upon.
- **Implementation** – Need to decide on the level of consultant support and agree a contract.
- **Review** – Decide a date for review before this process is ended.

## Presenting the audit

Ask participants to read the first column of page 3 of the initial review.

### Task 2

Ask participants to imagine that they are in the staff room at school and someone comments about the waste of time and effort that will go into auditing what everyone already knows. Ask them to devise a response that will allay fears.

Take brief feedback and look for the following responses:

- The audit will tell us the real situation: perceptions are important but they are not always reliable.
- The audit will tell us what behaviour and attendance issues to focus on instead of spending a great deal of time trying to cover everything.
- The audit is tailored and adaptable so we only do those sections that we think are important for our school.

## Identifying the key points for action

20 minutes

Explain that participants are going to explore briefly the action planning process:

### Task 3

Issue Handouts **1a**, **1b**, **1c** and **1d**.

Participants should work in small groups for this activity.

The task is to scrutinise the information on Handouts **1a**, **1b** and **1c** and the main findings from the in-depth audits on Handout **1d**, and identify three or four actions to be taken.

After a few minutes, ask participants to turn to the last page of the in-depth audit on out-of-class behaviour, ask them to compare their action points with those outlined on this handout.

Do not take feedback but summarise using the following text:

- This is a familiar but real exercise, underlining the fact that all those involved in the audit process will expect outcomes.
- Action points are likely to require action across the whole school, therefore the number of key points should be limited.

Ask participants to refer to page 24 of the initial review.

Explain the following:

- They will be familiar with this type of form and that each SLT will obviously draw up their own individual action plan outlining how they will take forward the audit process in their school.
- Careful scrutiny of the School Improvement Plan is crucial so that existing activities, resources and personnel can be utilised and duplication avoided.

## Support for the audit process

5 minutes

Show **slides 4** and **5** and stress the support provided by consultants.

Explain that guidance to support the audit process is provided in:

- Initial review booklet – pages 3, 4 and 22
- In-depth audit booklet – introduction
- The booklet entitled *The secondary behaviour and attendance audit – guidance for schools*, takes a step-by-step approach to the process, providing useful prompts and a space for the SLT to record their own notes.

### Slide 4

The role of the behaviour and attendance consultant 1:

- Supporting SLT during initial review
- Being a 'critical friend' to the process
- Brief discussion with SLT on process and action points following the initial review
- Assistance with collation of data



Slide 5

The role of the behaviour and attendance consultant 2:

- Assistance with in-depth audits
- Input into action plan meetings
- Ongoing support and training following the audit
- Liaison with other strategy consultants to ensure coherent whole school picture
- Participation in follow-up monitoring and review

## Summary and points for action

5 minutes

Show **slide 6** to summarise the session.

Slide 6

### Summary

The audit:

- Is flexible and selective
- Requires careful planning of staff time
- Involves all staff, some of whom may require reassurance
- Is supported by consultant advice
- Leads to a focused action plan

## Points for action in school

Encourage participants to complete the Points for action table in Handout 2 and identify how they will use this session to provide training in school, whom they will involve and when.

It will be helpful to share this form with the SLT and their consultant at the next meeting.

# Handout 1a – The School Overview

## 7. Out-of-class behaviour – completed by SLT

Question	Y	N	Follow-up question	V	R	P	N	Comment/analysis
Does the school have agreed protocols for out-of-class behaviour?	✓		How consistently are they adhered to?		✓			There is a clear procedure for reporting out of class misbehaviour that is routed through year heads who take appropriate action. Detentions are given for two incidents in a week.
Does the school make opportunities to celebrate appropriate behaviour that occurs outside the classroom?	✓		To what extent does this shared celebration impact on out-of-class behaviour?			✓		Senior staff are always very keen to acknowledge the good behaviour of pupils around the school. This is followed up in assemblies and through the senior staff weekly visits to form tutor periods. It is very difficult to cover the whole school as thoroughly as we would like.
Does the school have clearly defined supervision arrangements for out-of-class activities?	✓		How effective are they?			✓		Lunchtime is the main problem. Staff generally do not take part in lunchtime supervision and it is difficult to recruit lunchtime supervisors. Some of those that we do recruit struggle and sometimes inflame situations.
Does the school have clearly defined supervision arrangements for lesson changeover times?	✓		How effective are they?			✓		There are very clear guidelines in the staff handbook and class rules and protocols make it clear how lessons are supposed to start and finish. Given our very high numbers of supply and temporary staff however, it is very difficult to apply these rules consistently and behaviour suffers consequently.
Are systems in place to address inappropriate out-of-class behaviour as it occurs inside the school building?	✓		How effective are they?			✓		The system for senior staff support is clear, however staff say they have problems accessing the senior team. The timetable is clearly displayed in the staff room. Senior staff are very active during all non-lesson periods and often have to deal with situations which follow on into the next period.
Are systems in place to address incidents that occur in the school grounds?	✓		How effective are they?			✓		We have a similar situation to that described in the previous question, but it is even more difficult – it is an extremely difficult site to supervise.
Are there any structured activities for pupils to participate in out-of-lesson time?	✓		How well are these attended?			✓		Only after school sports clubs are well attended. Many of our pupils tend to wander aimlessly in groups during breaks which often leads to minor skirmishes.
Are pupils encouraged to take responsibility for their activities and behaviour out-of-class?	✓		To what extent does this include their responsibility for the activities and behaviour of others?					We are relatively pleased with this aspect of the school's work. The vast majority of our pupils are very responsible and behave appropriately. The mentoring and 'buddy' systems have helped in this respect.

Key: V = Very R = Reasonably P = Partially N = Not at all

Identify 'behaviour hotspots' – location and times when problems occur	Indicate any particular groups of pupils whose behaviour outside the classroom cause concern
<ul style="list-style-type: none"> <li>• End of lunchtime and the beginning of the first afternoon session.</li> <li>• End of school where pupils congregate at the school gates, there is also often a group of ex-pupils and out-of-school friends who give school staff trouble.</li> <li>• The site is difficult to supervise; there are several exits, many outbuildings where pupils can be concealed, a small public park which adjoins the school which pupils can easily enter unseen and two local shops, which the pupils can visit easily. Residents have frequently complained about pupils' behaviour at the park and the shops.</li> </ul>	<ul style="list-style-type: none"> <li>• A Group of 15-20 year 7 boys, 9 of whom have fixed term exclusion, 3 have had EBD statements.</li> <li>• Year 10/11 pupils who have become disengaged from GCSE subjects.</li> </ul>

Tick the appropriate box below to show the priority to be given to this area.

A strength	Generally content	Requires attention	Major concern
		✓	

## Handout 1b – The School Overview

### Out-of-class behaviour – completed by a group of mid-day supervisors

Question	Y	N	Follow-up question	V	R	P	N	Comment/analysis
Does the school have agreed protocols for out-of-class behaviour?		✓	How consistently are they adhered to?				✓	Behaviour at lunchtime is very difficult. We have received no training. We all deal with incidents differently.
Does the school make opportunities to celebrate appropriate behaviour that occurs outside the classroom?			To what extent does this shared celebration impact on out-of-class behaviour?					We don't really know. It's hard for us to know what happens when the pupils leave the yard. We certainly report on all of the bad behaviour that we see at lunchtime but we never get any feedback on what happens after that.
Does the school have clearly defined supervision arrangements for out-of-class activities?	✓		How effective are they?				✓	We know that there are procedures in place. But students don't respect us and we feel vulnerable.
Does the school have clearly defined supervision arrangements for lesson changeover times?	✓		How effective are they?					Again we don't know, but pupils are very rowdy when they come out of class for lunch and we have real problems getting the stragglers back in to class as well as those who come back late from the shops.
Are systems in place to address inappropriate out-of-class behaviour as it occurs inside the school building?	✓		How effective are they?				✓	We know who to report incidents to but we can't always find the right person. We rarely get feedback.
Are systems in place to address incidents that occur in the school grounds?	✓		How effective are they?				✓	See above.
Are there any structured activities for pupils to participate in out-of-lesson time?		✓	How well are these attended?					We would like there to be some lunchtime activities. We would be willing to help.
Are pupils encouraged to take responsibility for their activities and behaviour out-of-class?		✓	To what extent does this include their responsibility for the activities and behaviour of others?				✓	We only wish they would. Some pupils have absolutely no idea how to behave.

Key: V = Very R = Reasonably P = Partially N = Not at all

## Handout 1b page 2 of 2

Identify 'behaviour hotspots' – location and times when problems occur	Indicate any particular groups of pupils whose behaviour outside the classroom cause concern
Dinner queue (every day) Toilets by C' Block Back field by the large tree	Usual gang of Year 9 smokers Gang of Year 8 girls who live in the toilets

Tick the appropriate box below to show the priority to be given to this area.

A strength	Generally content	Requires attention	Major concern
			✓

# Handout 1c

## Key findings and issues for further action

The SLT should agree on the overall strengths and weaknesses of the school after reviewing Sections 1 to 4 and make judgments on the school's current performance. You may want to use this sheet to decide which areas need further exploration. You may want to use the appropriate in-depth audit from the suite of materials to support that process.

	A strength	Generally content	Requires attention	Major concern
<b>Section 3: policy checklist</b>				
<b>Section 4: school overview</b>				
<b>1 Leadership and management</b>		✓		
<b>2 Everyday policies: rewards, sanctions and the promotion of positive behaviour</b>		✓		
<b>3 Dealing with consistently poor behaviour</b>			✓	
<b>4 Bullying</b>			✓	
<b>5 Pupil support systems: General pastoral support Support for individuals</b>		✓		
<b>6 Classroom behaviour</b>		✓		
<b>7 Out-of-class behaviour</b>				✓
<b>8 Curriculum</b>		✓		
<b>9 Attendance</b>				✓
<b>10 Links with partners and other agencies</b>			✓	

# Handout 1d

In-depth audit summary
Area: out-of-class behaviour
<p>Main findings</p> <p>Discussions with staff indicate that:</p> <ul style="list-style-type: none"><li>• There is discrepancy in the application of rules and use of rewards.</li><li>• There is failure of some staff to do duties and this is never challenged.</li><li>• Overcrowding in the corridors at lesson changeover causes problems.</li></ul> <p>Discussions with pupils indicate the following:</p> <ul style="list-style-type: none"><li>• There is nothing to do at lunchtime.</li><li>• Several pupils spoil things for others by being badly behaved at lunchtimes, trashing the toilets and smoking around the school, but nothing happens to these pupils.</li><li>• Several pupils mentioned bad behaviour on the buses and on the way to school.</li><li>• Younger pupils feel unsafe at lesson changeover, where older pupils push them about on stairs and in corridors.</li></ul>
<p>What do you want to achieve? (SMART objectives) List no more than five or six objectives.</p>
<p>What actions are required to achieve your objectives? Summarise the key actions for each objective.</p>

## Handout 2

### Points for action in schools

Points for action	<i>Staff involved</i>	<i>Timing</i>
Prior to training		
During training		
After training		





## Session 3 Aims of the session

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- To familiarise schools with the behaviour and attendance audit
- To help prepare schools to undertake an audit
- To establish what consultant support may be needed to undertake an effective audit



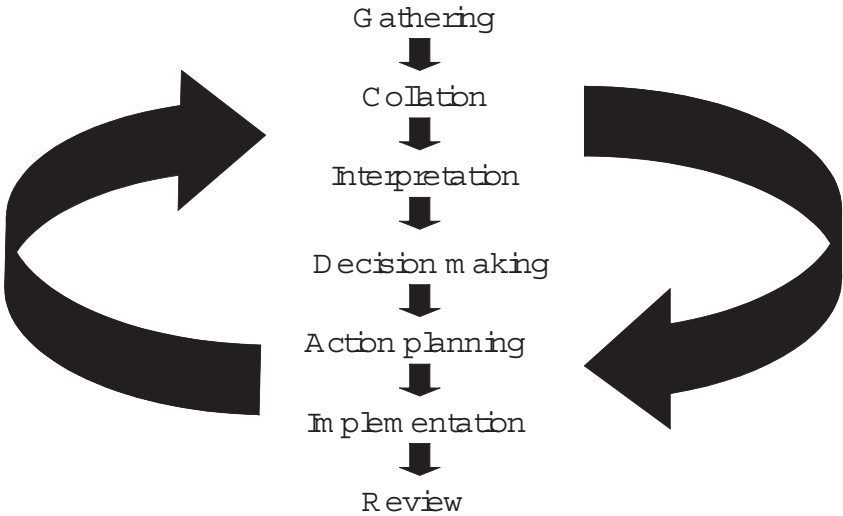
Slide 2

## The behaviour and attendance audit is:

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- For all schools
- For the whole school
- For everyone involved for example staff, pupils, parents
- About outside as well as inside the classroom
- Tailored and adaptable to local issues

# The audit process:





Slide 4

## The role of the behaviour and attendance consultant 1:

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- Supporting SLT during initial review
- Being a 'critical friend' to the process
- Brief discussion with SLT on process and action points following the initial review
- Assistance with collation of data



## The role of the behaviour and attendance consultant 2:



- Assistance with in-depth audits
- Input into action plan meetings
- Ongoing support and training following the audit
- Liaison with other strategy consultants to ensure coherent whole school picture
- Participation in follow-up monitoring and review





Slide 6

## Summary

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### The audit:

- Is flexible and selective
- Requires careful planning of staff time
- Involves all staff, some of whom may require reassurance
- Is supported by consultant advice
- Leads to a focused action plan

# Effective classroom teaching

## Aims

- To build on sessions 1–3 with practical advice about staff training to improve classroom teaching and learning
- To examine how effective classroom teaching can promote positive behaviour and regular attendance
- To consider approaches to planning by staff to include all pupils and raise standards of behaviour and attendance

## Resources

- Slides 1–5
- Handouts 1–5
- Flipchart and pens
- Sticky notes

## Outline of the session

Introduction	Whole group work	10 minutes
Planning lessons for positive behaviour and regular attendance	Whole and small group/paired work	20 minutes
Effective teaching – classroom organisation	Whole and small group/paired work	20 minutes
Effective teaching – lesson structure	Whole and small group/paired work	20 minutes
Effective teaching – engagement for positive behaviour and regular attendance	Whole and small group/paired work	15 minutes
Summary and points for action	Whole group and individuals	5 minutes

## Introduction

10 minutes

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

Slide **1**

### Aims of the session

- To build on sessions 1–3 with practical advice about staff training to improve classroom teaching and learning
- To examine how effective classroom teaching can promote positive behaviour and regular attendance
- To consider approaches to planning which include all pupils and raise standards of behaviour and attendance

Tutors may wish to begin with a reference to Sessions 1 and 2 where we examined the process for drawing up and implementing an effective behaviour, and attendance policy in school.

Session 3 will have alerted participants to the range of issues which should be reviewed before the school can determine its priorities for improvements. The most likely outcome of auditing will be the provision of further support for staff in organising classroom teaching to promote positive behaviour and attendance. This session explores some of the key issues.

Acknowledge that many teachers are faced with difficulties in managing pupils' behaviour. Some teachers will find this daunting. It is important for all members of the senior leadership team to recognise that this will be the case. Schools should ensure that where staff do encounter difficulty, the emotional context should be addressed as well as developing strategies for use in the classroom.

It is important to point out that classroom behaviour is only one aspect of whole school behaviour and attendance issues. Many of the behaviour patterns exhibited in class have origins outside the class or school. This session must therefore be seen in the context of whole school approaches to behaviour and attendance management.

Often pupils who are experiencing social, emotional and behavioural difficulties have associated learning problems. It is essential that, in planning for effective teaching, staff feel confident about meeting the learning needs of these pupils. The behaviours that support learning sometimes need to be specifically taught for these vulnerable groups.

Where pupils need to learn and understand how to behave in a more positive way, or to improve their attendance at school, staff will need to develop a range of strategies and techniques to support the teaching of social emotional and behavioural skills. These techniques will ensure that all pupils have access to teaching and learning that will raise standards.

Introduce **slide 2** and invite comments on whether this covers all the areas of support which senior leaders may wish to provide for improvements in classroom teaching.



## Slide 2

Support and guidance from the senior leadership team may involve:

- Identifying training needs
- Coaching in behaviour and attendance management
- In-class support and modelling of strategies
- Observation, feedback and evaluation of good practice to promote behaviour and attendance
- Support for staff in addressing individual pupil needs
- Improving peer support systems
- Support for behaviour and attendance improvement planning

## Planning lessons for positive behaviour and regular attendance 20 minutes

The effective teacher plans carefully the structure, content and delivery of lessons. Explain that it is also essential to plan the teaching of positive behaviour for learning. This ensures that pupils are clear about expectations and that colleagues have a consistent approach to promoting positive behaviour and good attendance.

## Task 1

Ask participants to work in pairs to note the positive behaviour for learning they hope to see in their classrooms. This could be during whole class teaching/group work or a specific learning situation. Encourage them to share their lists, making brief notes on the flipchart, and ask them to reflect on how these behaviours are learned by pupils.

Point out that these behaviours might be reflected in classroom rules and routines.

Use Handout 1 to compare the feedback from groups with the positive behaviours for learning listed on the flipchart.

## Effective teaching – classroom organisation 20 minutes

Classroom organisation should be able to cater for the full range of pupils' needs in relation to learning positive behaviour and regular attendance.

Use **slide 3** to highlight particular situations that may occur in the classroom.

## Slide 3

Situations for which planning is needed:

- Pupils who arrive late
- Pupils who do not participate in the whole class lesson
- Pupils who do not participate in group work
- Pupils who have returned to school after an absence
- Pupils who have recently arrived at the school following exclusion from another school
- Pupils who have particular social, emotional or behavioural needs

**Task 2**

Ask participants in groups to discuss how classroom organisation ensures that pupils' needs are met.

Give out Handout 2 to record their ideas by identifying the pupils' needs in each case.

Participants may contribute ideas in relation to organisational factors such as timetabling of lessons and access to additional support, both of which will play a large part in securing improved behaviour. These are issues that the review of behaviour and attendance may highlight as requiring further attention.

**Task 3**

The physical environment of the classroom has an important impact on behaviour.

Show **slide 4** to identify some aspects of the physical environment.

Encourage participants to think briefly about whether they have any similar classroom constraints in their school. Ask them to think back to any lesson observations they have carried out and whether inappropriate behaviour is more frequent in these classrooms. Point out that time spent in developing the learning environment may reap dividends in terms of time saved in responding to difficult situations by senior staff.

Invite participants to consider the physical environment (classrooms and around school) and discuss the following:

Which aspects of the physical environment might impact negatively on pupil behaviour and attendance but cannot be easily changed?

Which aspects of the physical environment could be changed and how might this be achieved in their own school?

**Slide 4**

Aspects of physical environment which may impact on pupil behaviour and learning:

- The furniture may be fixed
- External distractions and noise at certain times of the day
- Light and ventilation in rooms may not be adjustable
- Sight lines may be poor
- Classrooms may be cluttered and untidy

## Effective teaching – lesson structure

20 minutes

Participants will be aware that the design of effective lessons is fundamental to the pursuit of high quality teaching and learning and that this will in turn support and promote positive behaviour in the classroom. Good teaching fosters good learning. It stems from effective lesson design whatever the age of the learner, their level of ability, or the subject or skill being learned.

### Effective teaching to improve behaviour and attendance

#### Task 4

Ask participants to work in pairs to identify six key points, which should be evident in effective teaching to support and improve behaviour and attendance. You may wish to prompt them with an example from the list below. Invite them to write each of the points on a separate card. The points might include some of the following:

Effective teaching and attendance results when staff:

- **focus** and **structure** their teaching so that pupils are clear about what is to be learned and how, and how it fits with what they know already;
- actively **engage** pupils in their learning so that they make their own meaning from it;
- develop **pupils' learning skills** systematically so that their learning becomes increasingly independent;
- use **assessment for learning** to help pupils reflect on what they already know, reinforce the learning being developed, and set targets for the future;
- have **high expectations** of the effort that pupils should make and what they can achieve;
- motivate pupils by **well-paced teaching**, using stimulating activities matched to a range of learning styles which encourage attendance;
- create an environment that promotes learning in a settled and **purposeful atmosphere**.

Ask participants to retain their cards, as they will need them for the next task.

### Focusing on planning the teaching sequence

#### Task 5

Take participants through Handout 3, which shows the process of lesson design and is viewed as a series of planned learning 'episodes'. Remind participants that this Handout is based on the Pedagogy and Practice Key Messages leaflet that many of them will have seen.

Use the notes in italics below to expand upon the content in each of the boxes on the handout by relating the content to issues around behaviour and attendance.

Ask participants to use the outcome of Task 4 to identify further points on the Handout to support teachers' planning to promote positive behaviour and attendance.

- *Take account of any pupils who have missed extensive amounts of schooling and who may not have the same range of experiences to build on.*
- *Identify those pupils who have very active learning styles if the method to be used relies on listening.*

**Task 5**  
continued

- *The objectives need to be relevant and motivate the pupils to learn.*
- *Breaking the lesson into shorter 'episodes' will make it easier to prompt pupils with rule reminders. These episodes also provide natural entry points for pupils to return to the lesson more easily following a period of disruption.*
- *Map pedagogical approaches to learning styles in order to meet the needs of most of the pupils most of the time.*
- *Understand that some pupils will not be receptive to certain styles of teaching and decide how you can accommodate this in your planning.*
- *Consider appropriate pupil groupings.*
- *Consider carefully the lesson transitions, which are often the key times for behaviour to become disruptive. At these times the flow of the lesson can be lost because there is less structure, therefore pupils may try to push the boundaries of what is acceptable if they arise.*
- *Encourage attendance at the next lesson by having a positive plenary.*

Get feedback and build a series of effective teaching strategies to support positive behaviour and attendance. Point out these strategies will support members of the senior leadership team working with staff when reviewing lesson design and in effective teaching.

## Effective teaching – engagement for positive behaviour and regular attendance

**15 minutes**

Participants will be aware that an effective teacher has a wide-ranging repertoire of teaching and learning strategies and techniques. This should include skills for developing and promoting positive relationships between staff and pupils and between pupils themselves. This creates a classroom where pupils feel valued, engaged, motivated to learn and keen to attend.

Raise awareness in the group that this complex range of activities will require sophisticated and varied teaching skills if behaviour problems are not to arise.

Say that this section focuses on the strategies that staff can use to promote positive behaviour in the classroom. Give out Handout 4 and ask participants to consider each technique, how effective they think it is and whether these strategies are used consistently in their own school.

Ask participants to add further examples.

Invite participants to consider how, or if these strategies are used consistently in their own school.

## Summary and points for action

5 minutes

Show **slide 5** to summarise.

Slide **5**

**Summary**

Effective teaching for positive behaviour and regular attendance includes:

- Structuring lessons to include the teaching of positive behaviour and attendance
- All the techniques for effective teaching in general
- Good classroom organisation, including the physical environment
- Understanding pupils' responses and needs related to their behaviour and attendance

Explain that the four sessions have focused on the developing role of senior leadership teams in promoting positive behaviour and attendance. The Points for action will enable teams to begin further developments in their school, which will be supported by the developing school practice file, which will be in schools next term.

Encourage participants to complete the Points for action about what needs to be done next in their schools. Remind participants to focus on the needs of all staff in relation to providing support for all pupils.

### Points for action in school

Encourage participants to complete the Points for action in Handout 5. Identify how they will use this session to provide training in school, whom they will involve, and when.

It will be helpful to share this form with the SLT and their consultant at the next meeting.

# Handout 1

## Summary of some positive behaviours for learning

Behaviour for learning	Teaching approach	Pupil learns by
<b>Positive interaction staff/pupil</b>		
Listening to each other Responding to requests Speaking politely Asking questions Showing concern and understanding Following instructions and requests	Modelling Explicit expectations Focus for learning Setting as a specific Target for the group Phrased as a rule for example 'We listen to each other in our class'. Reminder of expectations or rules	Observation Practice Feedback on performance Praise Acknowledgement
<b>Sensible use of resources</b>		
Bringing correct material to class Sharing equipment Looking after own/others property Keeping desk/classroom tidy	Explicit expectations Routines in place Reminders Modelling Set as behaviour target	Observation Feedback on performance Acknowledgement Praise
<b>Appropriate use of language</b>		
Speaking politely Using proper names Waiting turn to speak Listening to ideas of others without negative comment Giving way in an argument Accepting ideas and suggestions of others and act upon them Tone of voice congruent with body language Appropriate tone of voice for task	Modelling Use of pupil first names Skills required identified and taught Set as behaviour target Provide feedback on performance	Observation Encouragement and recognition of effort Opportunities to practice new skill Feedback on performance Understanding expectations Visual clues

<b>Behaviour for learning</b>	<b>Teaching approach</b>	<b>Pupil learns by</b>
<b>Acceptance of new challenges</b>		
Setting appropriate goals Taking risks Trying new things Asking for help Using peer support Making mistakes and moving on Self-aware – knowing how and when to get help	Modelling Mistakes accepted Responds to request for help Motivates Encourages Provides personal feedback	Praise Success Achieving goals Feeling proud Feedback on performance from significant adults Perceiving mistakes as a learning opportunity Positive relationships with peer group
<b>Able to work independently</b>		
Correct equipment for tasks Good time-keeping Attention focused on task Ignoring distractions Persistent Monitoring own progress	Expectations are made clear Modelling Acknowledge skills being used Praise Provide personal feedback Classroom seating plan appropriate	Observation Clear explanation Feedback on performance Praise and recognition Feeling successful

## Handout 2

Behaviour	Pupil Need	Classroom Organisation	Strategies for improving behaviour
Pupils who arrive late		<p>Lesson objectives clearly displayed</p> <p>Easily accessible materials to be collected by the pupil</p> <p>Routine lesson structure so that pupil knows when the teacher may be available to recap on instructions for an activity</p> <p>Easy access from the door to a vacant seat</p>	<p>Establish a positive classroom atmosphere.</p> <p>Establish and teach routines for late arrival to minimise disruption.</p> <p>Reminders about expectations.</p> <p>Use of school systems for example late slips.</p> <p>Reward/acknowledgement/ recognise punctuality.</p> <p>Be sensitive to individual pupil needs, worries and concerns.</p> <p>Find out why pupils are late – support strategies in place.</p>
Pupils who do not participate in the whole class lesson		<p>Lesson objectives clearly displayed</p> <p>New and frequently used vocabulary displayed</p> <p>Wall display that may be used interactively to engage the pupil</p> <p>A bank of related work that can be completed independently, providing some challenge but requiring limited support</p> <p>Routine lesson structure so that the pupil can be prompted to rejoin the rest of the class at key points in the lesson. For example, when group or independent work starts</p>	<p>Encourage questions.</p> <p>Provide supportive feedback.</p> <p>Encourage/acknowledge all efforts to participants.</p> <p>Acknowledge contributions.</p> <p>Evaluate lesson content and differentiation.</p> <p>Explore motivation to learn.</p> <p>Ask how you can help them to participate.</p>
Pupils who do not to participate in group work		<p>Buddy system where another pupil is encouraged to work outside the group situation alongside this pupil</p> <p>Spare materials to enable the pupil to continue the group work independently</p> <p>Lesson organised into chunks to encourage the staff to provide a way back into the group work for the pupil who has opted out</p> <p>Chair and table available for pupil to work alone</p>	<p>Reminder of behaviour needed for group work.</p> <p>Ensure pupils have skills for this – if not teach them.</p> <p>Evaluate routine for setting group work.</p> <p>Teach necessary social skills.</p>



<b>Behaviour</b>	<b>Pupil Need</b>	<b>Classroom Organisation</b>	<b>Strategies for improving behaviour</b>
Pupils who have returned to school after an extended absence		Flexible grouping arrangements to enable a pupil to join a group who can provide an update on the work covered Buddy system where another pupil is encouraged to work outside of the group situation alongside this pupil Word or phrase banks clearly displayed or available to provide key words to be used in understanding teaching Wall displays that represent key learning points or visual images that will support learning. For example, grammar rules to support the use of the past tense in French, place value charts containing decimals etc	Provide notes on work missed. Welcome back, show concern, be pleased to see them. Offer reassurance, build in time to discuss work missed.
Pupils who have recently arrived at the school following exclusion		As above Classroom rules published, clearly displayed and referred to within the lesson Flexible positioning of pupils in whole class sessions to enable a pupil to be integrated to a location where a teacher may have easy access Well-positioned teaching assistants, if available, to support the pupil	Assess ability and provide appropriate work. Welcome, show concern, be pleased to have them in your class. Ensure they understand it's a fresh start, be positive. Explain class rules and routines. Establish buddy system to help them settle.
Pupils who have special needs in relation to their social, emotional and behavioural skills		Learning assistant to support with timing of tasks, provision of equipment and notes for the lesson Additional time allowed for tasks Differentiated tasks and homework set Routine lesson structure Frequent progress checks during lesson Pupil paired with appropriate role model Clear classroom behaviour expectations Clear routines in place Buddy systems for learning or emotional support Allocation of teaching assistant support	Teach necessary behaviour skills. Provide emotional support. Develop personal relationship. Acknowledge efforts to improve. Provide supportive feedback. Provide corrective feedback. Set individual targets. Follow through individual behaviour plan.

## Handout 3

### Supporting positive behaviour and attendance

Locate the lesson or sequence of lessons in the context of:

- the scheme of work
- pupils' prior knowledge
- pupils' preferred learning styles

Identify clearly the essential objective(s) for pupils in terms of :

- their knowledge, attitude and skills
- their attitudes and personal development

Structure the lesson as a series of episodes by:

- separating the learning into distinct stages or steps

Decide how to teach each episode then choose:

- the best pedagogic approach
- the most appropriate teaching and learning strategies

Ensure coherence by providing:

- a stimulating start to the lesson
- transition between the episodes which recapitulates and launch new episodes
- a final plenary that reviews learning

## Handout 4

Teacher Techniques	Details
Choice	<p>Gives pupils some control over a situation and is less likely to initiate point-blank refusal. Examples include:</p> <p><i>'I want you to get on with your work or (consequences) it's your choice.'</i></p> <p><i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (implicit choice).'</i></p>
Take-up time	<p>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply.</p> <p>Example include:</p> <p><i>'Could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</i></p>
Partial agreement	<p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include:</p> <p><i>'Yes, you may have been talking about your work but I would like you to...'</i></p> <p><i>'Yes, it may not seem fair but...'</i></p>
When-then direction	<p>Avoids the negative by expressing the situation positively. Example include:</p> <p>It is better to say, <i>'When you have finished your work, then you can go out'</i> than. <i>'No, you cannot go out because you have not finished your work'</i>.</p>
Privately understood signals	<p>Draws the class together and builds in sharing times. Examples include:</p> <p><i>'Clapping your hands gently twice; or standing next to a 'learning zone' poster in the room. An individual pupil may recognise a gesture from the teacher as a reminder to concentrate on work.'</i></p>
Tactical ignoring	<p>May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour so try to focus on the primary behaviour by concentrating on the pupil and not the behaviour. Ignore the 'target' pupil but praise the nearby pupil. If target pupil changes their behaviour, praise them.</p> <p>Example include:</p> <p>The teacher may say to a nearby pupil. <i>'Well done. You have remembered to put your hand up to answer a question.'</i></p>
Redirect behaviour	<p>Reminds the pupils what they should be doing and avoids getting involved in discussion about what the pupils are doing wrong. It may be possible to focus their attention on the required task. Example include:</p> <p><i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books.'</i></p>
Consequences and sanctions	<p>Needs to be in line with school policy, and be implemented clearly and consistently. Example include:</p> <p><i>'Remember the school rule Phil. If you are late for lessons without a pink slip you make up the time at lunchtime. It's there on the poster to remind us all.'</i></p>
Deferred consequences	<p>Deals with a pupil who is mis-behaving later and therefore removes the 'audience', that is the rest of the class who are watching the drama unfold, and also avoids a possible confrontation. Dealing with a pupil in a one-to-one situation is more likely to have a positive outcome. Example include:</p> <p><i>'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10:30.'</i></p>

## Handout 4

Teacher Techniques	Details
Choice	<p>Gives pupils some control over a situation and is less likely to initiate point-blank refusal. Examples include:</p> <p><i>'I want you to get on with your work or (consequences) it's your choice.'</i></p> <p><i>'Are you choosing not to follow our rules on _____?'</i> or <i>'Sit over here or next to Peter (implicit choice).'</i></p>
Take-up time	<p>Allows pupils not to lose face. Watching and waiting is, in a way, issuing a challenge. We need to be clear and confident about expressing expectations. Follows an instruction with a pause to allow pupils time to comply.</p> <p>Example include:</p> <p><i>'Could you open your book and start work now Jane. I'm going to see Bill who needs some help but I'll come back in a minute if you need any.'</i></p>
Partial agreement	<p>Deflects confrontation with pupils by acknowledging concerns, feelings and actions. Examples include:</p> <p><i>'Yes, you may have been talking about your work but I would like you to...'</i></p> <p><i>'Yes, it may not seem fair but...'</i></p>
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## Handout 5

### Points for action in schools

<b>Points for action</b>	<i>Staff involved</i>	<i>Timing</i>
<b>Prior to training</b>		
<b>During training</b>		
<b>After training</b>		



## Session 4 Aims of the session

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- To build on sessions 1–3 with practical advice about staff training to improve classroom teaching and learning
- To examine how effective classroom teaching can promote positive behaviour and regular attendance
- To consider approaches to planning which include all pupils and raise standards of behaviour and attendance



**Slide 2**

Support and guidance from the senior leadership team may involve:

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- Identifying training needs
- Coaching in behaviour and attendance management
- In-class support and modelling of strategies
- Observation, feedback and evaluation of good practice to promote behaviour and attendance
- Support for staff in addressing individual pupil needs
- Improving peer support systems
- Support for behaviour and attendance improvement planning



## Situations for which planning is needed:



- Pupils who arrive late
- Pupils who do not participate in the whole class lesson
- Pupils who do not participate in group work
- Pupils who have returned to school after an absence
- Pupils who have recently arrived at the school following exclusion from another school
- Pupils who have particular social, emotional or behavioural needs







**Slide 4**

## Aspects of physical environment which may impact on pupil behaviour and learning:

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- The furniture may be fixed
- External distractions and noise at certain times of the day
- Light and ventilation in rooms may not be adjustable
- Sight lines may be poor
- Classrooms may be cluttered and untidy



## Summary

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Effective teaching for positive behaviour and regular attendance includes:

- Structuring lessons to include the teaching of positive behaviour and attendance
- All the techniques for effective teaching in general
- Good classroom organisation, including the physical environment
- Understanding pupils' responses and needs related to their behaviour and attendance