

Key Stage 3

National Strategy

Behaviour and Attendance Strand

Toolkit unit 7

Out-of-class behaviour

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Overview

Title	Pupil support systems
Audience	Senior staff in school, e.g. behaviour and attendance leaders, mediated by behaviour and attendance consultants
Purpose	For senior staff to adapt material as part of a flexible training programme, including self-study. The programme should ensure that staff know, understand and have access to a range of strategies for dealing with out-of-class behaviour that focus on improving behaviour and attendance and subsequently learning.
Possible use	<p>The behaviour and attendance leader or other member of the senior team can use this toolkit unit to:</p> <ul style="list-style-type: none"> ● review current policy and practice; ● identify and share good practice; ● raise awareness of how to improve out-of-class behaviour and attendance; ● formulate strategies to ensure consistency of in-class and out-of-class rules and expectations; ● develop the organisation and supervision of unstructured times; ● support staff to develop the social, emotional and behavioural skills of pupils out of class.
Impact	<p>Impact can be measured by:</p> <ul style="list-style-type: none"> ● improved behaviour out of class, as measured by fewer exclusions, detentions, and other sanctions; ● improved attendance at school and out-of-school events; ● fewer incidents of violence or aggression; ● improved safety and security for pupils (self-report and incidents); ● improved teaching and learning.
Links to other toolkit units	Toolkit units 1: Leadership and management; 2: Everyday policies: rewards, sanctions and the promotion of positive behaviour; 3: Dealing with consistently poor behaviour; 6: Classroom behaviour; 10: Links with partners and other agencies
References to other resources	<p>Behaviour and attendance training materials: Core day 1 – <i>Advice on whole-school behaviour and attendance policy</i> (DfES 0392-2003 R)</p> <p>Behaviour and attendance training materials: Core day 2 – <i>Developing effective practice across the school to promote positive behaviour and attendance</i> (DfES 0055-2004 R)</p> <p>Behaviour and attendance training materials: Core day 3 – <i>Monitoring whole-school practice to promote positive behaviour and attendance</i> (DfES 0020-2004 R)</p> <p>Behaviour and attendance training materials: Core day 4 – <i>Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance</i> (DfES 0182-2005)</p> <p>DES (1987) <i>Crime Prevention in Schools: Practical Guidance</i>, Building Bulletin 67</p> <p>DfEE (1996) <i>Improving security in schools</i></p> <p>DfEE/Home Office (1997) <i>School security: dealing with troublemakers</i> (joint DfEE and Home Office guidance, issued to all schools in December 1997)</p> <p>DfES <i>Advice on whole school behaviour and attendance policy</i> (DfES 0628-2003 R)</p> <p>DfES <i>Behaviour and attendance: in-depth audit for secondary and middle schools</i>, Booklet 7: Out-of-class behaviour (DfES 0207-2003 R)</p> <p>DfES (2004) <i>School security concerns</i> (Research Report RR419, April 2004)</p> <p>DfES <i>Support staff – behaviour management training</i> (DfES/0604/2004)</p> <p>DfES <i>Travelling to school: an action plan</i> (DfES/0520/2003)</p>

www.dfes.gov.uk/behaviour/discussion
www.dfes.gov.uk/behaviourandattendance/socialinclusion
www.dfes.gov.uk/ibis
www.dfes.gov.uk/playingforsuccess
www.dfes.gov.uk/schoolattendance/
www.dfes.gov.uk/schoolattendance/goodpractice/tackling.cfm
www.dfes.gov.uk/schoolsecurity
www.dfes.gov.uk/wholeschool/behaviour
www.dft.gov.uk/local-transport/schooltravel
www.multimap.com
www.standards.dfes.gov.uk/keystage3
www.teachernet.gov.uk
www.youngtransnet.org.uk

Introduction

This toolkit unit is for use by behaviour and attendance leaders, mediated by consultants, to disseminate advice, stimulate thinking and action, and signpost resources about out-of-class behaviour. Staff, learning support assistants, support staff, premises officers, administrative staff, pupils, parents/carers, governors and other adults associated with schools, are all likely to have a role in promoting and maintaining high standards of behaviour in out-of-class settings.

Schools are at different stages of development in managing out-of-class behaviour effectively, so this toolkit unit can be used to build on existing good practice and to strengthen any areas of practice that are less well developed. It is designed to provide a menu of opportunities that schools can access, having completed a needs analysis, by using the Key Stage 3 behaviour and attendance audit tool, for example.

The audit suggests schools aim for:

- clear consistent rules and protocols for dealing with pupils outside the class, fully understood and consistently applied by all staff and pupils;
- regular opportunities to highlight pupils' positive behaviour and attendance and achievements in all areas outside the classroom;
- appropriate and adequate staff supervision in all corridors and external areas of the school;
- pupils engaging enthusiastically in a wide range of out-of-class activities, which has a positive impact on behaviour and attitudes to learning;
- smooth changeovers between lessons with little disruption, and a prompt start to all sessions;
- effective systems to address all inappropriate behaviour that occurs outside the teaching areas;
- clear systems to address all incidents of inappropriate behaviour that occur in the school grounds, fully understood by all staff and pupils;
- a comprehensive and structured plan of activities for pupils to participate in: pre-school; at break and lunchtimes; and at the end of the school day;
- engagement of staff in developing the social, emotional and behavioural skills of all pupils;
- a school physical environment that promotes positive behaviour.

Schools may wish to:

1. review the school's behaviour and attendance policy to ensure that it covers out-of-class rules, and that these are consistent with in-class rules. This can help to establish an atmosphere and climate for consistent positive behaviour and attendance, with complementary standards in and out of class;
2. explore how the behaviour and attendance policy is translated into practice by considering what organisational structures and responsibilities, in the form of staff duty systems, promote the principles underpinning the policies;
3. engage all staff in their responsibility for developing the positive behaviour and regular

attendance of all pupils. This includes identifying what staff skills should be developed and encouraging all staff to play a part out of class;

4. involve pupils in designing and implementing the school rules and develop peer-led behaviour support and after-school activities. This will help pupils to access learning, and maintain participation in learning, out of class.
5. map and improve the school physical environment and engage pupils and the wider community in this process, to help promote positive behaviour. Schools can consider how they can be empathetic to pupils' needs, such as improving layout and facilities and engaging with the local community as a resource, e.g. for lunchtime activity in and out of school.

There are five sections in this toolkit unit. Each section, with its associated activities and resources, is self-contained. A school can select activities from any section to develop a tailor-made training programme that supports their post-audit action plan.

This toolkit unit is designed to help schools develop policies, procedures and practices regarding out-of-class behaviour that are specific to their context and current stage of development. For this reason it is not appropriate simply to have a generic set of rules for all schools, but rather to establish helpful principles based on existing good practice and current priorities within the school improvement plan.

This toolkit unit is complementary to the work of developing social, emotional and behavioural skills, the PSHE framework, the citizenship curriculum and the approach taken within the National Healthy School Standard on emotional health and well-being. It is also tailored towards the different conditions and factors at work in secondary schools, so that materials can be deployed in a range of contexts.

Section 1: Establishing an atmosphere for positive behaviour and regular attendance, with consistent standards in and out of class

A school's behaviour and attendance policy shapes the school ethos and makes a statement about how the school values and includes all the people in it. Much is already happening to support behaviour and attendance that goes beyond the classroom, such as enhanced home-school links, but many schools are keen to do more to support staff and school leaders in promoting positive behaviour and attendance.

The outcomes of recent audits suggest that rules and protocols for out-of-class behaviour are often inconsistently applied, which can result in high levels of disruption among individuals and groups of pupils. Other issues include: poor supervision of pupils out of class; and disruptive behaviour in corridors, at classroom doors, in isolated areas of school grounds and where there are large gatherings of pupils. Audits also suggest that often there are very few structured activities for pupils outside lessons. These issues can be addressed in a school policy and in the implementation of that policy. Good practice also suggests that the policy can support consistency of expectations in and out of the classroom.

The atmosphere out of class and the promotion of consistent positive behaviour and attendance are key in ensuring that in-class standards are raised, specifically in the following areas:

- Transfer of learning: consistency of expectations both in and out of the classroom ensures that pupils understand boundaries and transfer learned behaviour skills from in class to out of class.
- Enhanced in-class learning: if experience out of the class is positive for pupils, this will enhance the learning in the classroom. A great deal of learning occurs outside the classroom – particularly in social, emotional and behavioural skills. Pupils develop these skills in a different context out of class and this development can be facilitated so that it is more likely to support in-class learning.

Many schools are reviewing their behaviour and attendance policies to ensure that they:

- include protocols which will establish an atmosphere outside the classroom that supports positive behaviour and regular attendance;
- are translated in practice to ensure consistency between out-of-class and in-class protocols;
- create an ethos within the whole school that supports high standards of behaviour out of class.

Good practice suggests that a new behaviour and attendance policy is most effective if it is accompanied by a regular programme of meetings, involving staff and pupils, to re-establish the protocols in the policy. It is likely to involve training on how the policy is implemented in and out of the classroom, and this can be facilitated by discussions in the activities below.

Activity 1.1: Developing out-of-class rules

Using the current behaviour and attendance policy to promote out-of-class rules

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To remind participants of key elements in an effective school policy; to highlight the importance of ensuring that there are policies that can be applied out of class and that are consistent with in-class policies; to identify rules to add to the current policy to assist with out-of-class management; to remind participants of effective rules

Description

Promoting positive behaviour is the responsibility of the community as a whole and staff will be responsible for ensuring that it is applied consistently. Toolkit unit 10: Links with partners and other agencies provides suggestions of how to involve outside organisations. However, many school policies are written with the aim of supporting staff in class rather than in out-of-class situations. Given that an effective policy covers the whole school day, including time outside the classroom, schools are updating their policies to provide guidance on out-of-class management.

Participants:

1. can use **resource sheet 1.1** to check that the current behaviour and attendance policy is of a high standard;
2. then use **resource sheet 1.2** to identify current behaviours in various out-of-class settings that need addressing, as well as reinforcing.

The following are key points to consider:

- Promote positive behaviour.
- Ensure that rules or strategies have a rational justification and are ones that the school can enforce.
- Express rules or strategies in positive terms.
- Include expectations of attendance, punctuality and behaviour, both in class and around the school.

Summary

- An effective behaviour and attendance policy can include out-of-class behaviour, ensuring consistency with in-class policies.
- Rules or strategies are most effective when expressed in positive terms and when they have a rational justification.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Examples from policies that schools have found effective in use are included on the IBIS and School Attendance websites: www.dfes.gov.uk/ibis; www.dfes.gov.uk/schoolattendance

Advice on whole-school behaviour and attendance policy (DfES 0628-2003)

Behaviour and attendance: in-depth audit for secondary and middle schools, Booklet 7: Out-of-class behaviour (DfES 0207-2003 R)

The behaviour and attendance audit, which is part of the Key Stage 3 behaviour and attendance strand, contains a section on school documentation and how to review it:

www.standards.dfes.gov.uk/keystage3

www.teachernet.gov.uk/wholeschool/behaviour/

Activity 1.2: Ensuring consistency of in-class and out-of-class rules and expectations

Comparing in-class rules with expectations out of class and resolving differences

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To highlight the issues linked with consistency of rules and expectations, and the implementation of both in and out of the classroom; to highlight how expectations and principles can be made consistent in and out of class

Description

The same principles can apply to all members of the school community and to out-of-class and in-class behaviours. The school values, such as respect, inclusion and fairness, are often the basis for principles and are reflected in the school mission. Currently, out-of-class rules and expectations are often different from in-class rules and expectations in their underlying principles, and there will be occasions where members of the school community may not 'walk the talk' of the school motto or mission. Consistency of implementation depends on regular reviews of all behaviour protocols and re-establishing these through the school's regular programme of meetings involving staff (e.g. subject meetings) and pupils (e.g. the school council, assemblies and the PSHE programme). As an example, supervision rotas, arrangements and training can be regularly reviewed to ensure implementation of the policy and consistency with in-class protocols.

Participants:

1. can use the table on **resource sheet 1.3** to compare classroom rules and expectations and out-of-class rules and expectations. They can use a scaling activity, rating the school from 1 to 10, where 10 is high and indicates that in-class and out-of-class rules and expectations are based on the same standards;

2. taking the lower scores, identify how any differences can be resolved (how can the school move up the scale by 1 or more) and note them in the table.

The table has space to create a summary of the solutions that can meet the overall aim of applying the same standards in the two different environments.

Summary

- Best practice suggests that in-class and out-of-class rules and expectations need to be made consistent by ensuring that they are based on the same underlying principles.
- This can be achieved by including in-class and out-of-class rules and expectations in the policy and then ensuring implementation in the school through clear communication, training in and management of the rules and expectations, and regular reviews.

Links

Behaviour and attendance training materials: Core day 3 – Monitoring whole-school practice to promote positive behaviour and attendance (DfES 0020-2004 R)

Examples from policies that schools have found effective in use are included on the IBIS and School Attendance websites. (www.dfes.gov.uk/ibis; www.dfes.gov.uk/schoolattendance).

Advice on whole-school behaviour and attendance policy (DfES 0628-2003 R)

Behaviour and attendance: in-depth audit for secondary and middle schools, Booklet 7: Out-of-class behaviour (DfES 0207-2003 R)

The behaviour and attendance audit, which is part of the Key Stage 3 behaviour and attendance strand, contains a section on school documentation and how to review it (DfES 0628-2003 R): www.standards.dfes.gov.uk/keystage3

www.teachernet.gov.uk/wholeschool/behaviour/

www.dfes.gov.uk/schoolattendance includes details of current initiatives and good practice publications.

Tackling it together toolkit: www.dfes.gov.uk/schoolattendance/goodpractice/tackling.cfm

Activity 1.3: Positive reinforcement

Giving praise in and out of class

Audience

Senior staff e.g. behaviour and attendance leader

Purpose

To identify how the behaviour and attendance policy can be used as guidance for developing positive reinforcement strategies out of class; to identify how an appropriate focused behaviour and attendance policy can help focus staff on behaviour that will be reinforced by rewards; to highlight examples of positive reinforcement, i.e. rewarding pupils who promote

positive behaviour; to identify the difficulties in recording positive behaviour out of class and identify what can be done to overcome this

Description

As schools are aware, rewards are much more effective than punishment in motivating pupils. As a result, it is good practice for the code of conduct in the behaviour and attendance policy to be supported by a coherent system of rewards. Evidence suggests that to have maximum impact the whole school must reach a consensus on what positive behaviour is before deciding upon appropriate rewards. See Toolkit unit 2 for details of appropriate everyday policies, rewards and sanctions to promote positive behaviour.

In establishing a culture of praise in the school, policies can articulate the school decision on what positive behaviour is, ways in which all staff can be alert to recognising the positive in pupils' behaviour (in and out of the classroom) and ensuring that praise is genuine, specific, meaningful and what pupils want to hear. Suitable arrangements might include:

- regular monitoring of the frequency with which praise is given, and inclusion of a report on this in the annual school behaviour and attendance audit;
- ensuring that all pupils have access to opportunities for praise, and that praise is given for personal improvement;
- a wide range of formal rewards;
- frequent reminders in staff briefings, assemblies, etc. about the importance of celebrating success so that when, for example, success in a sphere outside the school has been achieved, some pupils who might not usually receive praise for positive behaviour are singled out for recognition;
- incentive schemes to recognise pupils' attendance achievements.

Evidence suggests that behaviour and attendance improvement is most effective if all staff own behaviour and attendance as an issue. Toolkit unit 1: Leadership and management can be used to help clarify staff values, principles and practices.

Recording positive behaviour out of class is much more difficult than recording positive behaviour in class. Issues that can be investigated include ensuring that:

- there are sufficient resources in the out-of-class environments to identify behaviour;
- staff are being provided with convenient tools to record instances of good behaviour when out of the classroom;
- there are appropriate systems for recording and recognising positive out-of-class behaviour;
- pupils are aware that their good behaviour has been recorded and will be rewarded appropriately;
- pupils are self-monitoring behaviour for later comparison with teachers' ratings;
- there is peer monitoring of behaviour (e.g. in schools with well-developed peer tutoring and mediation schemes).

Participants:

1. compare the scenarios in **resource sheet 1.4**. They explore whether the inconsistencies in responses by staff can be explained by differences in rules and expectations for in-class and out-of-class behaviour;

2. discuss how inconsistencies in approach could be resolved in future.

Summary

- The code of conduct in the behaviour and attendance policy is most easily implemented when it is supported by a coherent system of rewards.
- The rewards are most effective if they are applied consistently in and out of class. Implementation out of class is more difficult so more guidance and support in this area may be needed.

Links

Toolkit units: 1: Leadership and management; 2: Everyday policies: rewards, sanctions and promotion of positive behaviour

Examples from policies that schools have found effective in use are included on the IBIS and School Attendance websites. (www.dfes.gov.uk/ibis; www.dfes.gov.uk/schoolattendance).

Advice on whole-school behaviour and attendance policy (DfES 0628-2003 R) and www.dfes.gov.uk/ibis/uploads/advice_on_school_behaviour.pdf

Behaviour and attendance: in-depth audit for secondary and middle schools Booklet 7: Out of class behaviour (DfES 0207-2003 R)

The behaviour and attendance audit, which is part of the Key Stage 3 behaviour and attendance strand, contains a section on school documentation and how to review it: www.standards.dfes.gov.uk/keystage3

www.dfes.gov.uk/schoolattendance

Tackling it together toolkit: www.dfes.gov.uk/schoolattendance/goodpractice/tackling.cfm
www.teachernet.gov.uk/wholeschool/behaviour/

Teachernet case studies on attendance and discipline: www.teachernet.gov.uk/casestudies

Resource sheet 1.1

A checklist for policy creation and implementation

This checklist, taken from the behaviour and attendance training materials Core day 1, can be used when designing and revisiting whole-school behaviour and attendance policies. Can your policy answer all of the following questions fully and usefully? If not, what are the next steps to improve the policy? Who will take responsibility for this?

How does your policy answer these questions?

What are the principles underlying the policy and how do they apply to the whole school community?
How do these principles relate to the school's overall aims and the rest of its curriculum?
How does the policy promote effective learning and teaching about positive behaviour and regular attendance?
What are the roles and responsibilities of governors, staff, pupils and parents/carers for promoting positive behaviour?
How does the school set high standards of behaviour and attendance for pupils?
How are rewards used to encourage positive behaviour and regular attendance?
How are sanctions used to encourage positive behaviour and regular attendance?
What support is available for pupils whose misbehaviour or attendance reflects significant learning problems or personal problems?
What support and training is available to help staff manage pupils' challenging behaviour and absence?
What support is available for parents/carers who wish to learn more about how to improve behaviour and support attendance?
How are staff, parents/carers and pupils involved and consulted when the policy is formulated or revised?
What resources does the school invest in managing behaviour and attendance?
How is the policy monitored and reviewed? How do you know that it is fair?

Resource sheet 1.2

Out-of-class rules

- Identify current behaviours in various out-of-class settings (e.g. at lunchtimes, breaks, in the corridor) that need addressing or reinforcing. Focus on positive behaviours, but also include behaviours causing concern.
- Identify whether an appropriate rule or strategy already exists in the policy, or develop and record rules to address these behaviours.
- Indicate what section of the current policy each rule or strategy could be added to, if appropriate.
- Appoint somebody to be responsible for updating the policy accordingly, using the correct channels.

Behaviour	Setting	Rule or strategy	New or existing rule or strategy?	Place in behaviour and attendance policy
Example: shouting over each other	Corridor	Use a one-metre voice in the corridors	New	Section 3 Corridor Behaviour

Resource sheet 1.3

Consistency between out-of-class and in-class rules and expectations

- Use the table to list current classroom rules and expectations in your school, taken from the behaviour and attendance policy. Compare these with the out-of-class rules and expectations. What are the differences between the in-class and out-of-class rules and expectations? Are they based on the same standards and principles?
- Identify how any differences can be resolved and note them in the table. Aim to focus on a solution rather than the problem. What is already working in the school in terms of consistency between in-class and out-of-class rules and how can it be applied here? What behaviour does the school want to see and how can this be achieved in and out of the classroom?
- Create a summary of the solutions identified to meet the overall aim of applying the same standards in the two different environments.

In-class rule	Out-of-class rule or expectation	Differences	Solution: what needs to happen to apply the same standard in and out of class? How will pupils know?
e.g. No talking over each other	No rule or expectation exists	Lack of rule or expectation regarding noise levels in out-of-class settings	Create a rule or expectation for noise levels in out-of-class settings and communicate this to the school community

Resource sheet 1.4

Behaviour in-class and out-of-class – scenarios

- Compare the scenarios (or come up with your own scenarios.) In one of these scenarios appropriate praise is given in class, the other scenario features an out-of-class incident. Identify the differences and similarities in approach brought about by the different circumstances.
- See whether these differences can be explained by variations between in-class and out-of-class rules and discuss how the inconsistency could be resolved in the future.

In-class scenario	Out-of-class scenario
<p>John offers to help a fellow pupil work through a mathematics problem that he has already successfully completed. The teacher recommends John for recognition at the next day's school assembly. John's name is read out in the assembly, along with the names of other pupils, in the regular slot assigned to recognise good behaviour. He is awarded a book token. A letter is also sent home to inform his parents.</p>	<p>John sees a younger pupil fall over in the corridor and goes out of his way to help him. The teacher on duty notices the incident but turns to deal with pupils running in the corridor. In the staff room later, the teacher comments on the good behaviour. She makes a mental note to thank John next time she sees him. However, the teacher never approaches John about the incident.</p>
<p>Similarities in approach</p>	<p>Differences in approach</p>
<p>Resolution</p>	

Section 2: Organisation and supervision of unstructured times

It is good practice for a behaviour and attendance policy to make it clear that promoting positive behaviour and regular attendance is the responsibility of the whole school community. If it is to be implemented comprehensively, schools have found that it is helpful to define specific roles, including that of the governing body, the headteacher, staff (including support staff and volunteer staff), pupils, school councils and parents/carers.

Schools have also found that staff involvement in behaviour and attendance is made more efficient if these roles and responsibilities can be undertaken in a well-organised school system. This requires efficient and effective organisation of resources, both during lessons and in out-of-class time, through, for example, a clear duty system. In some cases, additional resources from the community can be attracted to support efforts.

Support staff have a key role in out-of-class time in ensuring that the school policy is consistently and fairly applied to all groups and communities. They will also provide mutual support for teachers and model the high standards of behaviour, attendance and punctuality expected from pupils.

The workforce remodelling agenda has been used by some schools to review supervision duty arrangements and to ensure that available resources for behaviour and attendance improvement are deployed efficiently and effectively.

Many schools have found the following information useful to support achieving this task:

- current training material available for midday supervisors and other staff on behaviour and attendance, for example central, LEA and school provision, including how it can be organised;
- documentation on the workforce remodelling agenda for staff;
- the School Travel Resource Pack (which contains the Travel to School survey questionnaire) and the School Travel Resource Pack slide set from the Department for Transport.

Activity 2.1: Out-of-class supervision

Staff training, planning duty systems and ensuring a consistent approach

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To:

- identify how to best train and support midday supervisors;

- appreciate the value of midday supervisors – the range of tasks they undertake and the contribution they make to the ethos of the school and behaviour and attendance standards;
- understand potential conflicts in their role and identify how to help them overcome these;
- understand how duty systems can be made efficient and effective;
- identify existing training and ways of enhancing continuing professional development (CPD) through an in-house training programme.

Description

Poor behaviour can often occur in schools at lunchtimes. As a result, good practice suggests that policies can set out clear guidelines for promoting positive behaviour during breaks and lunchtimes and can involve all staff, especially midday supervisors, as well as pupils.

Efficient communication between midday supervisors and whoever is responsible for coordinating the behaviour and attendance policy can help to reinforce positive out-of-class behaviour. Clear definitions of the roles of support staff and teachers when on duty also help to acknowledge respective responsibilities and encourage mutual support in improving behaviour, operating rewards and sanctions, and referring incidents for further action.

The package of introductory training material for school support staff was updated in 2004/05 and can be found on the Teachernet website. This material contains a 'Behaviour management' section. This training can be delivered in-house and can be in addition to the induction given at the school. In addition, further in-house training can be provided to enhance the CPD of midday supervisors, such as first aid.

Participants:

1. use the links and references below to explore the support staff induction training on offer for midday supervisors. For example, what is included in the school's induction? (Further information may also be available from the LEA);
2. create a CPD reference directory for midday supervisors using **resource sheet 2.1**;
3. discuss how this training is different from teacher training on behaviour and attendance. Is there a consistent message for teachers and support staff about dealing with poor behaviour? How can any inconsistencies be dealt with? Participants add to resource sheet 2.1 any additional training they feel is necessary to address inconsistencies;
4. consider the scenarios on **resource sheet 2.2** and discuss the elements of good practice in allocating staff duties that they might consider in these schools;
5. note at the bottom of resource sheet 2.2 what the overall implications are for staff, given the new workforce reforms.

Summary

- Efficient and effective staff duty systems can support implementation of the behaviour and attendance policy and ensure communication between staff.
- A consistent approach across support staff and teachers is important.
- The workforce remodelling agenda may also need to be taken into consideration when

making supervision duty arrangements.

- Midday supervisors undertake a range of tasks and contribute to the ethos of the school and behaviour and attendance standards.
- However, midday supervisors face potential conflicts in their role and need to be supported in overcoming these through good communication with other staff and appropriate training and CPD.

Links

Support staff – behaviour management training (DfES 0604-2004)

www.teachernet.gov.uk

Activity 2.2: School transport

Pupils' experience of travel to and from school and implications for behaviour and attendance

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To provide evidence for the impact of school transport on behaviour and attendance: to identify how home–school transport can be made safe and trouble free; to recognise that schools have limited influence; to consider examples from Safer School travel activities that increase positive behaviour on journeys to and from school

Description

Over the past 20 years the proportion of pupils travelling to school by car has almost doubled, yet many pupils live close enough to school to walk there. Many older pupils would like to cycle, but are worried about safety, or their school may lack secure cycle storage facilities. Other pupils would like to travel by bus, but there may not be a service available at the right time. If a service is available it may be too expensive, particularly for families with more than one child, or children may feel intimidated by bullying or other antisocial behaviour on the journey. Evidence suggests that the impact of home–school transport on behaviour and attendance will range depending on the mode of transport, but in general terms the issues are:

- lack of attendance due to transport problems, including availability and cost;
- lack of attendance due to increased fears about personal safety, including bullying and abduction during journeys to and from school;
- opportunities for poor behaviour on the journeys to and from school.

Schools have limited influence, given that they only have formal responsibility for safety on the journeys where they have specifically arranged transport. School travel plans are helpful strategies to address some of these issues, and local authorities are working with schools or groups of schools to develop plans to meet local circumstances. A network of school travel

advisers in LEAs will support schools in preparing and implementing their travel plans.

A high-quality school travel plan puts forward a package of measures to improve safety and reduce car use, backed by a partnership involving the school, education and transport officers from the local authority, the police and the health authority. It is based on consultation with staff, parents/carers, pupils, governors and other local people. A number of authorities have developed excellent partnerships that have substantially improved poor behaviour, as illustrated in the scenario below.

Scenario: Safer School Partnerships

Safer School Partnerships (SSP) is a joint initiative between the DfES, the Home Office, the Youth Justice Board and the Association of Chief Police Officers that is being operated in selected LEAs across the country. A dedicated police officer is assigned to a local secondary school and the role of the officer is agreed between the police and the school. At a community comprehensive school in Liverpool, one of the SSP objectives is to ensure that all members of the partnership follow restorative and problem-solving principles and operate within a multi-agency approach in order to reduce incidents of crime and antisocial behaviour. The key role of an SSP officer is to tackle incidents involving poor behaviour and discipline. At the community comprehensive school, where the SSP officer holds regular 'honesty groups', two pupils admitted breaking bus windows on a local estate. The SSP officer arranged for the pupils to pay part of the replacement window costs and to work at the bus depot to make up the rest of the money. At the depot they met bus drivers and had the opportunity to learn how vandalism and aggression affects them. Drivers have subsequently agreed to visit the school to speak to pupils about drivers' work and experiences. Some officers on SSP duties are present at the school gates before school and at the end of the school day. In some areas the SSP officer has joined pupils on routes to and from school to resolve tensions with pupils attending different schools in neighbouring areas.

Setting up a survey of pupils' experience of travel to and from school can provide useful information.

Participants:

1. can use the survey at www.youngtransnet.org.uk/survey/teachers.htm by signing their school up, which also allows comparison with other schools. The School Travel Resource Pack from the DfT (www.dft.gov.uk/local-transport/schooltravel) also contains a survey template;
2. identify possible behaviours to and from school (positive and negative) and consider how the principles of behaviour and attendance management can be applied to improve the behaviour.

Participants might wish to set up a meeting with the local authority to discuss improving routes to school and any ideas that might lead to improving pupils' fitness.

Summary

- The impact of school transport on behaviour and attendance will vary depending on the mode of transport.

- Home-school transport can be made safe and trouble free through the use of school travel plans and working with the community as a whole.
- There are examples from the Safer School Travel programme to demonstrate best practice in increasing positive behaviour on journeys to and from school.

Links

Travelling to school: an action plan (DFES/0520/2003) – www.teachernet.gov.uk/sdtravel
www.teachernet.gov.uk/management/atoz/h/hometoschooltravel/

Resource sheet 2.1

Midday supervisor training directory

Is there a consistent message for teachers and midday supervisors about dealing with poor behaviour? How can any inconsistencies be dealt with?

Title	Type	Source	Description	Level (induction, developing or advanced)
	e.g. Book, training course	e.g. LEA, school library, website:		

Resource sheet 2.2

Scenarios of duty systems for discussion

Read the following scenarios and note: what is good practice and what are the emerging implications for staff?

	Notes
<p>High School (South East)</p> <p>The school is intent on raising standards and continuous improvement. It developed a robust system of gathering and sharing information about pupils and of individual target setting, giving teachers and senior staff a greater insight into pupils' potential and needs as learners. It recognised the need to use this information to impact on teaching, learning and achievement. The headteacher wanted teachers to concentrate on teaching and mentoring pupils and, where possible, allow many other tasks to be completed by support staff. The school restructured the roles and responsibilities of staff and the structure of the school day and reviewed how they used and developed their support staff. The key actions were as follows.</p> <ul style="list-style-type: none">• Some responsibilities were moved from year heads to curriculum leaders.• A new year manager was appointed.• Additional administrative support was put in place.• There was a review of a range of other roles and responsibilities.• There was a review of form tutors' roles and the use of tutor time. <p>The major changes have taken time and money. It was important to ensure that year managers had status, training and the direct support of senior staff. These changes were combined with other infrastructure changes, such as changing the times of the school day and the length of lessons, changing the curriculum in response to Key Stage 3 requirements, transformation and anticipated Key Stage 4 freedoms, and introducing the requirements of sports college status. The pupils and staff called these changes 'the new school', because that is precisely how the High School subsequently felt.</p>	

Notes	
	<p>School for Girls (South East)</p> <p>The school has set out to reduce the administrative load on teaching staff, and in particular those with management responsibilities, in order to maximise their availability for professional leadership and teaching. This strategy has had two main aspects: buying in expertise to manage functions previously managed by teachers; and transferring administrative work traditionally undertaken by teachers to support staff.</p> <p>The school has established four discrete roles, which have enabled the transfer of substantial administrative tasks traditionally undertaken in the main by teachers, to support staff.</p> <p>These roles are:</p> <ul style="list-style-type: none"> ● examinations secretary; ● administration secretary for pupils' records, admissions and form 7; ● report and assessment secretary; ● work experience secretary. <p>A substantial amount of teachers' time has been saved through the creation of these four roles. The school emphasises that one major advantage has been the decision to establish these as specialist posts and the consequent development of expertise in the area concerned. That expertise has then been available to advise and support teaching staff and other support staff as necessary.</p> <p>Notes on emerging implications for staff</p>

Section 3: Engaging staff in their responsibility to develop the social, emotional and behavioural skills of pupils out of class

In class, teachers are responsible for structuring the processes of teaching and learning so the teacher is 'the person who is in charge'. In the school's corridors and open spaces, by contrast, it is pupils who take responsibility for what they do with their time. They can join as groups and shape their activities through interactions with each other.

In their out-of-class interactions, staff have an opportunity to:

- adopt a different kind of professional role;
- reveal more about themselves;
- experience informal interactions with pupils.

Through the way these situations are approached, staff will reveal social, behavioural and emotional skills. This might mean showing self-awareness and knowledge that certain situations cause anger or anxiety; that staff have strategies for managing these feelings, and that empathy can be used to build relationships with pupils.

Finding different ways of relating to pupils, in this context, can be undertaken through collaborative conversations. Practice can change when a pair of colleagues support each other in learning how to manage emotions provoked by challenging or sometimes even unnerving situations. In collaboration, staff can identify ways of dealing with such situations that might have been unlikely if approached from an individual perspective.

In demonstrating collaboration and a solution-focused approach, staff can model to pupils the importance of using relationships to build a stronger sense of self-identity and self-confidence.

Activity 3.1: Working as a team

Analysing the benefits of working collaboratively to enhance pupils' behaviour and attendance

Audience

All staff

Purpose

To build staff commitment to working as a team to promote positive out-of-class behaviour and attendance

Description

School staff share responsibility for ensuring that the interactions they have with pupils promote the social, emotional and behavioural skills of young people. When teachers are

confronted with difficult behaviour, it is common for them to feel inadequate, that they cannot cope and that no-one else is interested. Working with colleagues to tackle poor out-of-class behaviour provides a good opportunity to overcome the barriers to talking together about behaviour.

Participants:

1. think of three times recently when they have had an interaction with a pupil outside the classroom that concerned the pupil's behaviour or attendance, and consider the following questions:
 - What was the result for the pupil involved?
 - What did you learn from the experience?
 - How might you have handled that situation differently, given what happened as a result of it?
2. share this thinking and see whether they have had similar experiences. If this experience is positive, they might think about what would be different in the school if they had such opportunities for group reflection on a regular basis.
3. consider whether any of the models on **resource sheet 3.1** would be appropriate. If the experience was negative, could any of these models have improved it? Would it be worthwhile finding time to try one of them?

Summary

Staff working collaboratively on out-of-class behaviour and attendance will:

- generate creative solutions;
- find higher levels of job satisfaction;
- experience a positive impact on the classroom environment and the quality of teaching and learning;
- have a positive impact on school ethos.

Activity 3.2: Strengthening staff capacity

Exploring the gap between the teacher's and pupil's experience of a situation

Audience

All staff

Purpose

To strengthen the capacity and capability of staff to deal with situations that arise on unfamiliar territory outside the classroom

Description

Unstructured times in school provide an opportunity for pupils to take over space for themselves, knowing that, while this time may be supervised by an adult, it is not managed

by them. Being free to 'do their own thing', they can use this time for finding out about who they are; relating to others; thinking about what is going on for them; 'letting off steam'; and shaping their own ways of using time to realise personal ambitions.

In supervising unstructured time, many schools have encouraged staff to appreciate what sort of experiences young people have when they are in groups. They may find it difficult to reconcile the need to allow young people to find their own ways of using unstructured time with their responsibility for ensuring that things do not get out of hand. If staff are to intervene in this space, best practice is to do so in ways that show they appreciate that the rules of the classroom do not always apply in the same way.

From the pupil's point of view, their right to influence a course of action is in question, even if there are rules that are being broken or dangerous activities taking place. It is suggested that an effective staff intervention strategy needs to match the pupil's emotional state. Best practice suggests that strategies can be developed for ascertaining what may be happening for a young person in order to prevent an escalation of any aggressive, anxious or agitated responses to their presence.

Participants:

1. use **resource sheet 3.2** to come up with scenarios in which a teacher intervenes in a situation outside the classroom. In each situation, the pupil will have a very different sort of reaction – aggressive, anxious or agitated;
2. think about:
 - how they might be feeling if they were in that situation;
 - what sort of response to that situation might help to move the pupil to an emotional state in which some form of negotiation could take place;
 - the obstacles to responding in a positive way, given the way they are feeling.

Summary

In supervising unstructured time, it is helpful for school staff to consider the experience of pupils when they are in groups. Responding to a pupil's emotional state will vary. However, if the pupil is:

- aggressive, then do nothing to threaten him or her;
- anxious, communicate calm;
- agitated, show understanding.

Links

Behaviour and attendance training materials: Core day 4 – Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance (DfES 0182-2005)

Activity 3.3: Group dynamics

Staff interventions to prevent an escalation of poor behaviour

Audience

All staff

Purpose

To build staff understanding of how group dynamics can affect pupils' behaviour

Description

Groups play an important part in the lives of pupils. They enable pupils to explore different roles and identities for themselves. This may give pupils a sense of being powerful and in control that is usually not available to them. Groups also have their negative side. Emotions can become heightened through group interaction. If groups become exclusive, this can lead to bullying and other forms of aggression.

Given these aspects of group behaviour, many staff may want to avoid tackling pupils when they are in groups. Staff may therefore need strategies for encouraging pupils to respond positively in groups, and support when stepping in to deal with a difficult situation. To do this, staff can refine their understanding about:

- how group dynamics work;
- how to show pupils that they understand what they are experiencing;
- what sort of factors cause anger or anxious emotions to explode.

Evidence suggests that this sort of learning is most likely to happen when individuals can draw on their own experience of what it means to be in a group.

Participants:

1. reflect on an occasion they have witnessed or when they have been part of a group situation that became heated;
2. then explore:
 - the extent to which they felt able to control their reactions;
 - what actually happened when things started to get out of control;
 - what could have happened that would have changed the course things took;
 - what they learned from the experience.

Summary

Staff may wish to identify strategies for encouraging pupils to have a positive group experience. To do this, staff can revisit:

- how group dynamics work;
- how to show pupils that they understand what they are experiencing;
- what sort of factors cause anger or anxious emotions to explode.

Links

Behaviour and attendance training materials: Core day 4 – Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance (DfES 0182-2005)

Resource sheet 3.1

Ways in which staff can support each other

Reflective problem solving

A member of staff shares a situation which they found particularly problematic, talks about what made it difficult for them, and evolves through the conversation ways of treating such situations differently in future.

Dialogue groups

Each member of staff tells colleagues about their experience of tackling behaviour and attendance incidents out of class, and receives feedback from others.

Internal consultancy

A member of staff who feels that he or she would like help in tackling a particular issue consults a colleague and receives feedback.

Teacher as researcher

Staff identify a range of situations that they find particularly challenging, and commission a colleague to spend time investigating how others have tackled something similar.

Paired observation

Two members of staff agree to share the responsibility for a particular out-of-class job. After the session, they discuss what they observed about each other's responses to the situations that arose.

Inaction planning

Two or more staff members agree to spend a period of time observing what is going on in different parts of the school. When they have 'covered' the whole school, they reflect together on what they have learned, and share that with colleagues.

Resource sheet 3.2

What's going on for you? What's going on for them?

Situation	Their response to your presence	Your feelings about the situation	A considered response
Driving to the gym on Saturday morning, you pass the school and see two boys painting graffiti on the gate.	As you drive alongside the boys, they make abusive gestures and imply that they are going to spray your car.		

Section 4: Pupil-led activity that helps maintain engagement in learning out of class

Staff understand that what goes on in classrooms during formal school hours is only part of the learning opportunities for pupils. Evidence shows that engagement in learning out of class through, for example, out-of-school-hours activities, or work outside the formal confines of a lesson, brings positive benefits to pupils' engagement in learning in school and leads to improved attendance, behaviour and attainment.

The government's Extended Schools programme, for example, encourages schools to provide wider services for pupils, families and the community, emphasising the importance of education as an enjoyable experience. The creativity encouraged through out-of-school-hours activities is an opportunity for hugely expanded informal learning as well as enjoyment.

A study by the National Foundation of Educational Research has shown the positive impact that this kind of learning can have. The noticeable improvements in motivation, attendance and behaviour among pupils help to encourage a heightened interest in school-hours learning, and the extent to which teachers draw on the expertise of outside agencies when it comes to out-of-hours learning can have a valuable impact on general teacher workload. Furthermore, pupil-led activities increase the success of those times and add value to pupils' learning in school. They offer opportunities for some pupils to develop leadership skills and are most likely to engage a wider range of the school community, particularly if they provide interaction with adults.

Common findings of out-of-hours programmes found that pupil-led activities in learning out of class:

- motivates disaffected pupils to become mentors;
- brings professional role models into the school through adult mentoring schemes;
- allows parents/carers to become more involved in their children's education;
- encourages pupils to re-engage with learning.

Such benefits are echoed by others who highlight a range of opportunities on offer including:

- school councils;
- mock elections;
- library sessions;
- health forums;
- involvement in community forums.

Many schools consider that pupil-led activities which help maintain engagement in learning out of class hold the key in ensuring that:

- pupils understand and appreciate that a great deal of learning takes place outside the classroom, particularly in the development of social, emotional and behavioural skills;
- learning, including positive experiences, in this more informal setting is likely to enhance in-class learning.

Some schools are also reviewing their behaviour and attendance policies to ensure that they:

- include protocols that have been agreed for out-of-class behaviour that are consistent with those agreed for in-class behaviour;
- refer to a wide range of activities for pupils to participate in out-of-lesson time which provide opportunities for all pupils to get involved in school decision-making processes, including;
 - participating in the running of the school through school and class councils;
 - taking responsibility for looking after younger pupils and receiving visitors;
 - participating in and running school clubs, societies and other ventures, open evenings, breakfast and lunch clubs, the school magazine or newsletters;
 - engaging in peer-counselling, peer mentoring, buddy schemes, coaching and peer mediation;
- encourage pupils to take responsibility for their activities and behaviour out of class;
- have systems in place to address inappropriate out-of-class behaviour as it occurs;
- create a positive ethos that is transferable to more informal out-of-class settings.

This section of the toolkit unit encourages schools to review current policy and practice in order to consider the extent to which opportunities exist for pupils to participate in out-of-class activities. The review can take account of existing practice and staff input and training. Schools can also consider a school-level audit, encouraging pupils to get actively involved in whole-school activities as part of the audit. Pupil questionnaires could be used to establish a baseline of information and to expand opportunities for pupils to extend and develop their own social, emotional and behavioural skills. The review can also look at the extent to which existing activities give pupils experiences and opportunities for leadership and skills development.

Activity 4.1: Engaging pupils in setting rules

Opportunities as part of the curriculum and in the development of social, emotional and behavioural skills

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To engage pupils in setting rules in school; to define the kinds of behaviours that matter to pupils in this process; to explore structures in school that encourage listening to the pupils' voice and explore other mechanisms where these are not already in place

Description

Clear 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 is calm, purposeful and secure. Rules can give clarity to the message that the whole school community cares about its environment. They are also a means of ensuring that everyone's rights are respected and their responsibilities are clear. This can happen more effectively when rules are agreed jointly; everyone has a sense of ownership of the rules and the purpose of the rules is clear.

Rules indicate the boundaries between acceptable and non-acceptable 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. Research suggests that effective schools have a more positive whole-school climate and that this is linked with less emphasis on punishment and critical control, and more emphasis on rewards and praise, the active promotion of behaviours for learning and good relationships. It also underlines the importance of getting pupils' views on school issues, including school rules, using various opportunities.

Pupils are more likely to succeed and be happy in school if they:

- feel valued and respected by staff and peers;
 - are treated fairly;
 - see consistency at work in school at every level;
 - feel safe and secure;
 - experience strategies that makes learning interesting and dynamic;
 - feel that the work is set at the right level for them.
- And where there:
- is a peer mediation or conflict resolution programme in school;
 - is peer support or pupil mentorship in school;
 - is increased participation in a school councils and/or decision-making forums;
 - are opportunities for learning to take place outside the formal setting of the classroom;
 - are high standards of teaching and learning.

Participants:

1. work in groups and complete **resource sheet 4.1**;
2. identify any other systems in place in school that encourage all pupils' participation and development of responsibility;
3. indicate how pupils are involved in celebrating improvements in behaviour, attendance and anti-bullying strategies (emphasise that rules need to be observable so that staff can use pupils' cooperation with the rules to acknowledge praise and positive behaviour);
4. identify how they help to support the implementation of rules across the school.

Using the results the school can decide what they now need to do to engage pupils in the process of proposing and agreeing rules. The school must consider how they will ensure that pupils' opinions are secured and that consistency of response is received from all staff in the school.

Summary

- Rules can clarify the message that the whole school community cares about its environment. They are also a means of ensuring that everyone's rights are respected and their responsibilities are clear.
- This can happen more effectively when rules are agreed jointly, everyone has a sense of ownership of the rules and the purpose of the rules is clear.
- Rules are there for pupils too and their views can be sought.

- Schools should consider what needs to be done to engage pupils in the process of proposing and agreeing rules.

Links

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R)

Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R)

Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005)

www.dfes.gov.uk/behaviourandattendanceguidance/socialinclusion

www.dfes.gov.uk/playingforsuccess

Activity 4.2: Developing social, emotional and behavioural skills out of class

Designing strategies for facilitating the development of these skills

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To:

- include the development of these skills in out-of-class activities;
- explore the different kinds of learning that matter to pupils in these circumstances;
- set up a rolling programme of activities, clubs and opportunities for supervisory duties for pupils, targeted at particular social, emotional and behavioural skills;
- engage members of the community with targeted programmes during unstructured times;
- consider the range of existing schemes for peer-led behaviour support

Description

Pupils can learn with pleasure, ease and depth through activities that are voluntary, extracurricular, sociable and built around their own choices and interests. Evidence shows that out-of-class activities which are enjoyable and voluntary will:

- raise achievement;
- improve confidence;
- remotivate disaffected pupils;
- inspire teachers with enthusiasm;
- develop school–family links;

- involve the wider community.

Opportunities through activities enable schools to work with pupils, their families and the wider community to build an environment in which learning is extended beyond the confines of a formal lesson or the school day. Pupils enjoy being part of a group and can develop social, emotional and behavioural skills through group activity and interaction around a common purpose. These activities can encourage new ways of teaching and learning and establish schools and their resources at the powerful heart of learning communities.

Participants:

1. consider the questions on **resource sheet 4.2** and record an analysis of activities for pupils in school, considering social, emotional and behavioural skills and peer-led behaviour support;
2. write a statement of what the school needs to do for its pupils to develop opportunities further through activities;
3. decide what a rolling programme of out-of-school activities would look like in the school. They should consider how they would engage members of the community in such a programme and note relevant strengths, weaknesses, opportunities and threats.

Summary

- Pupils learn with pleasure, ease and depth through activities that are voluntary, extracurricular, sociable and built around their own choices and interests.
- It is important to set up a rolling programme of activities, clubs and opportunities for supervisory duties for pupils, targeted at particular social, emotional and behavioural skills.

Links

Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES-2205)

www.dfes.gov.uk/behaviourandattendanceguidance/socialinclusion

Behaviour Improvement Discussion Forum: www.dfes.gov.uk/behaviour/discussion/

www.dfes.gov.uk/playingforsuccess

Activity 4.3: Peer-led behaviour support

Developing peer-led behaviour support programmes

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To identify an effective programme of peer-led behaviour support. (The identified programme should be one that can become embedded and be sustained over time.)

Description

Scenario

Heads of year in Key Stage 3 had picked up concerns from a number of subject teachers and faculty heads about bullying and poor behaviour. Although members of the senior leadership team highlighted their concern to pupils in the school assemblies, it was felt that something else needed to be done to address these concerns across the school.

Working with a number of faculties it was decided to construct a programme lasting half a term that would take place in PSHE time. Faculties were canvassed for their views and it was agreed that the art and design and English faculties would lead the activity. It was decided to construct a piece of drama around bullying and peer pressure. This would provide exciting and dynamic opportunities for photographic work using tangible subject matter and link easily into ongoing work in the Key Stage 3 Strategy.

Participants:

1. consider how the scenario could be adapted for use in their school, and identify the resources needed to implement it;
2. identify what programmes are already in place in their school to address bullying and promote peer-led behaviour support.

Summary

- Programmes can be designed to encourage peer-led behaviour support.
- At the planning stage, schools may wish to consider how such a programme could become embedded and sustained over time.

Links

Key Stage 3 Strategy Behaviour and attendance in-depth audit on bullying

[www.dfes.gov.uk/playing for success](http://www.dfes.gov.uk/playing_for_success)

[dfes.gov.uk/behaviour and attendance guidance/social inclusion](http://dfes.gov.uk/behaviour_and_attendance_guidance/social_inclusion)

Behaviour Improvement Discussion Forum: www.dfes.gov.uk/behaviour/discussion/

Activity 4.4: After-school activities

Identifying scenarios of after-school activities targeted at pupils at risk of disaffection

Audience

Senior staff, e.g. behaviour and attendance leader

Purpose

To:

- identify activities to extend learning out of class that pupils themselves request, including strategies for using agencies and resources in the community;
- give pupils the message: 'We're proud of you, we trust you and we want you as ambassadors to promote the school in the local community';
- recognise that pupils most at risk of disaffection or marginalisation often have leadership potential;
- look for opportunities outside the classroom to address these issues

Description

Pupils' low self-esteem and self-worth can be a significant barrier to their learning and participation in school. Giving positive messages to pupils can help here in providing encouragement and reminding them that they are important and valued in the school community. Learning outside the classroom can be a powerful tool for change in the classroom.

Scenario

A group of secondary and primary schools in Dorset decided that 'attitudes towards learning' needed to be developed for pupils attending the cluster of schools. The plan was to provide activities in each of the seven schools in the cluster, targeting aspects of 'learning development' identified as required by each school. One school, for example, planned a drama club to help pupils explore interpersonal and relationship skills. Others in the cluster decided on breakfast and homework clubs to improve literacy, support academic development and provide access to ICT for those pupils who did not have access to PCs at home.

Action taken:

1. A bid for grant funding was constructed involving the seven schools.
2. Evidence of need was produced.
3. Community support was secured.
4. A detailed 'Aim' or 'Mission statement' was produced.
5. A detailed action plan was drawn up, which included:
 - a) targets;
 - b) full costing;
 - c) timeline for developments;
 - d) partnerships;
 - e) monitoring strategy.

6. A coordinator for the whole cluster was appointed and community members recruited to run the clubs.
7. Every club was required to produce a scheme of work including aims and objectives, equipment required facilities, staffing, etc.

Outcomes

Over a three-year period the number of clubs operated by the schools flourished and over 700 pupils benefited from attending them. The clubs included:

- breakfast clubs for literacy development;
- games clubs for pupils with SEN;
- homework clubs;
- ICT club;
- clubs for drama, football, dance, music, hockey, pottery, gymnastics, basketball.

Over the three year-period:

- attendance improved;
- bullying decreased;
- attainment improved;
- leadership skills were developed in those pupils who assisted the club;
- leaders were identified (this was an important part of the strategy agreed at the outset);
- motivated disaffected youths became mentors;
- community volunteers were provided with the opportunity to gain accredited skills;
- pupils were given opportunities to re-engage with learning and see it as fun.

Participants:

1. consider the following questions:
 - How are out-of-class activities used in your school to extend the learning opportunities for pupils? (They think of ways of developing programmes of out-of-class activities still further.)
 - How do you resource the existing programmes in your school?
 - Are there additional funding streams you could explore?
2. consider how they would measure the impact of these programmes on:
 - attendance;
 - bullying;
 - attainment;
3. think of ways of developing the leadership skills of pupils attending these programmes;
4. consider how pupils' self-esteem and self-worth can be enhanced through participation in such schemes;
5. investigate whether there are resources or agencies in the community that could be used to enhance the programmes on offer.

Summary

- Extending pupils' experience outside the confines of a formal lesson can bring positive benefits and enhance the learning experience of pupils.
- Helping schools to become learning communities will motivate pupils and enrich their learning experience.
- Such experiences can be used to develop leadership skills in pupils and enhance self-esteem and self-worth.
- There may also be other resources in the community to enhance programmes of out-of-class activities.

Links

www.dfes.gov.uk/behaviourandattendanceguidance/socialinclusion

Behaviour Improvement Discussion Forum: www.dfes.gov.uk/behaviour/discussion/

[www.dfes.gov.uk/playing for success](http://www.dfes.gov.uk/playing_for_success)

Resource sheet 4.1

The kinds of behaviours that matter to pupils and engaging them in the process

Pupils:	Is it happening in school now?	Where is the evidence? Give examples.	What else needs to be done?
feel valued and respected by staff and peers			
are treated fairly			
see consistency at work in school at every level			
feel safe and secure			
experience strategies that make learning interesting and dynamic			
feel that the work is set at the right level for them			
have access to a peer mediation or conflict resolution programme in school			
have access to peer support or peer mentorship			
have opportunities for increased participation in a school council and or decision-making forums			
have opportunities for learning to take place outside the formal setting of the classroom			
experience high standards of teaching and learning			

Resource sheet 4.2

Reviewing where your school is

- What activities are currently available for pupils outside formal lesson times?
- Where do these activities take place?
- Who is responsible for ensuring their success?
- List the benefits of these activities for:
 - pupils;
 - staff;
 - the school.
- What steps, if any, need to be taken to enhance opportunities for pupils?
- List the challenges for staff and pupils in maintaining a full programme.
- Have any of the activities been developed in collaboration with other subject or faculty areas?
- What activities do neighbouring schools provide for their pupils?
- Are there opportunities to develop activities collaboratively?

Strengths:

Weaknesses:

Opportunities:

Threats:

Section 5: Improving the school environment

There is a body of evidence that shows that the environment impacts significantly on behaviour and attendance of pupils and staff alike. The built environment and unstructured or open environment can have a positive, neutral or negative impact on behaviour. This section explores some of the ways in which schools can work to improve the school physical environment to ensure that it promotes positive behaviour and is conducive to learning.

Some schools have done a lot to improve their environment and link this directly to the promotion of Safer Schools Partnerships (SSP) and the National Healthy Schools Programme. Promoting better physical environments can help social inclusion and can reduce antisocial behaviour and related incidents in and around a school; any bullying or violence against pupils or staff; and damage to school buildings.

A simple way for a school to get started is to compile an environmental audit using floor plans, maps, photographs and even aerial photographs (available through websites such as www.multimap.com). The process will be particularly effective when it involves pupils and parents/carers directly in both understanding their environment and contributing to plans to improve it. Improving the physical environment may best be achieved through having a focus on key areas for development: design of the buildings; use of the buildings; equipment and property; people issues; security issues and themes.

All secondary schools are required to have an asset management plan that sets out how the built environment and open areas will be developed. Many schools produce this plan through a buildings committee or task group, with both governor and parental/carer involvement. In addition many schools have a health and safety policy and all are aware of the need to undertake risk assessments. These documents can be used to inform the developments likely to occur as a result of staff training on improving the school physical environment to ensure that it promotes positive behaviour and regular attendance.

Activity 5.1: Improving the physical environment

Mapping spaces out of class

Audience

Senior staff, e.g. behaviour and attendance leader and pastoral staff

Purpose

To consider the nature of the school physical environment; to devise improvements

Description

As well as those directly concerned with the actual physical environment, there are several other considerations, including the structuring of the school day. Some schools have

staggered breaks, and some have done away with break times altogether (e.g. Brooke Weston CTC, Corby). Some schools zone external spaces and make provision for a) ball games; b) quiet areas; c) special equipment; d) seating. Additionally provision may be allocated for year groups, or by gender, or for team games and activities.

Participants:

1. obtain a site map for the school premises, and/or download an aerial photograph of the school (see, for example, www.multimap.com), which will be used to identify areas and zones that are currently used for out-of-class activities, e.g. sport, quiet areas, food and drink machines, specialist equipment, etc.;
2. use the site map and photograph to identify the key areas as follows:
 - good areas – those fit for purpose – shade these green;
 - adequate areas – where only minor improvement or maintenance is needed – shade these amber or yellow;
 - poor areas or ‘hot spots’ – which are unfit for purpose – shade these red;
3. identify which issues, activities and needs are catered for, for example, boys and girls; different age cohorts; quiet seating area; shelter; ball games; specialist equipment, and whether there are any vulnerable areas – e.g. areas out of sight of the main building?
4. identify omissions, e.g. seating, litterbins, shelter and equipment stores;
5. construct an improvement plan considering costs and solutions, over time.

Summary

- The design of the physical environment and the structure of the school day can influence behaviour and attendance.
- The school may wish to consider the current physical environment and how it can be changed to improve behaviour and attendance.

Links

Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R)

DES (1987) *Crime Prevention in Schools: Practical Guidance*, Building Bulletin 67

DfEE (1996) *Improving security in schools*

DfEE/Home Office (1997) *School security: dealing with troublemakers* (joint DfEE and Home Office guidance, issued to all schools in December 1997)

DfES (2004) *School Security Concerns* (DfES Research Report RR419) April 2004

www.dfes.gov.uk/schoolsecurity

www.multimap.com

www.teachernet.gov.uk/wholeschool/behaviour/

Activity 5.2: Ownership of the school environment

Promoting ownership and understanding of the wider school environment (out of class)

Audience

All Key Stage 3 and Key Stage 4 pupils – via senior teachers, pastoral staff, tutors

Purpose

To engage the school community in reducing or eliminating vandalism or damage to school property

Description

Evidence shows that when pupils are given encouragement to participate in developing their environment, and especially if they contribute directly to the design of that environment, the likelihood of vandalism and antisocial behaviour reduces.

The aim of this activity is to promote ownership and understanding of the wider school environment (out of class) through a participative tutor session or assembly. Pupils' support in reducing vandalism can be encouraged using methods devised with the pupils themselves.

Participants:

1. discuss in an assembly or in a tutor group, areas for development based on the following key areas:
 - equipment and property – e.g. the need for benches and seating, and shelter in outside areas;
 - design of the buildings – built-environment and surrounding landscape;
 - use of the buildings – for extended-day use, activities, clubs, sports, community access; multiple usage;
 - equipment and property – hardware, furniture, open areas;
 - people issues – training and development (pupils, parents/carers, staff, governors, other stakeholders);
 - security issues – crime prevention; external services (police, fire, ambulance); internal services (school security, staff and pupils);
 - themes – citizenship, wider community involvement;
2. encourage pupils to focus on solutions and to develop an action plan to share with the whole school.

Summary

- When pupils are given encouragement to participate in developing their environment, and especially if they contribute directly to the design of that environment, the likelihood of vandalism and anti-social behaviour reduces.
- Pupils can be asked to develop ideas on how to resolve issues and an action plan can be developed and discussed with the whole school.

Links

DES (1987) *Crime Prevention in Schools: Practical Guidance*, Building Bulletin 67

DfEE (1996) *Improving security in schools*

DfEE/Home Office (1997) *School security: dealing with troublemakers* (joint DfEE and Home Office guidance, issued to all schools in December 1997)

DfES (2004) *School security concerns* (Research Report RR419, April 2004)

www.dfes.gov.uk/schoolsecurity

www.multimap.com

www.teachernet.gov.uk/wholeschool/behaviour/

Activity 5.3: Improving 'hot spots'

Addressing vulnerable areas in out-of-class areas of the school

Audience

Senior staff e.g. behaviour and attendance leader and pastoral staff

Purpose

To identify ways to eliminate or make safe the 'hot spots' or vulnerable areas out of class

Description

Many schools may wish to consider improving their environment, with a view to addressing a number of issues including bullying. A poor environment may offer few places for productive educational, social, physical and creative activities.

Good practice shows that a positive environment offers better security and safety and can be more easily supervised. In schools where this is not the case, there are frequently areas that pupils fear or avoid. A mapping exercise can reveal where a number of possible 'hot spots' might be, e.g. in outside areas, corridors, unstructured areas of the school grounds, stairwells and bike-sheds.

Participants:

1. discuss the issues raised by the scenario and the 'hot spots' identified in the school grounds;
2. use **resource sheet 5.1** to consider a range of effective strategies to address the potential or existing 'hot spots'.

Summary

- In schools, pupils often fear or, if possible, avoid, areas outside the classroom (e.g. corridors) that are not secure, safe and easily supervised.

- A mapping exercise can reveal a number of 'hot spots' which can be addressed to improve behaviour.

Links

DES (1987) *Crime Prevention in Schools: Practical Guidance*, Building Bulletin 67

DfEE (1996) *Improving security in schools*

DfEE/Home Office (1997) *School security: dealing with troublemakers* (joint DfEE and Home Office guidance, issued to all schools in December 1997)

DfES (2004) *School Security Concerns* (DfES Research Report RR419) April 2004

Key Stage 3 Strategy Behaviour and attendance in-depth audit on bullying

www.dfes.gov.uk/schoolsecurity

www.standards.dfes.gov.uk/keystage3

www.teachernet.gov.uk/wholeschool/behaviour/

Resource sheet 5.1

Improving 'hot spots'

Area of the school	Strategy – No cost	Strategy – Low cost (e.g. staff time)	Strategy – High cost
The school entrance	<ul style="list-style-type: none"> There are entry points dedicated to certain groups of pupils. 	<ul style="list-style-type: none"> Senior team greet pupils in a relaxed, friendly atmosphere at the school entrance, referring to pupils by name, commenting on the results of the local football team, making jokes about the latest TV soaps, praising pupils for wearing the correct uniform, etc. Peer mentoring. 	<ul style="list-style-type: none"> There is adequate lighting and shelter around entry points.
Corridors			
School grounds			
Other 'hot spots'			