

Finding your way round the NPSLBA study materials

a user guide

The National Programme for Specialist Leaders of Behaviour and
Attendance

This publication is available for download from:
www.standards.dcsf.gov.uk/nationalstrategies

NPSLBA material request

Ordering materials is best done through the local authority Lead and NPSLBA Regional Adviser. Centralised administration for NPSLBA is provided by National Strategies. Contact, including material requirements, should be by email to support.npslba@nationalstrategies.co.uk

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The websites referred to in these materials existed at the time of going to print. Users should check all website references carefully to see if they have changed and substitute other references where appropriate.

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How to access the study materials

Downloading or using on-line

The NPSLBA study materials are available from the NPSLBA website at:

http://www.teachernet.gov.uk/wholeschool/behaviour/npsl_ba/resources/studymaterials/

Previously, the materials have been available on CD, but – like all other material from the National Strategies – they will eventually become an entirely web-based resource. That way you will be certain that you have the latest, updated version.

Most session leaders prefer to download the PDF or Word document and use it to print out what is required for the session – the session notes for themselves and handouts and other resources for the rest of the cluster group. Some cluster groups, however, use the materials live via an internet connection and a data projector. This has the advantage that pages can be accessed instantly, avoiding the need to scroll up and down through the PDF or Word versions to find what you are looking for.

Participants should download and print for themselves the Preparatory reading and Preparatory activity. The session leader should make sure this is happening and help any cluster group member who is having difficulty getting hold of this material.

At the moment, video clips cannot be downloaded, so must be watched live or via the CD included in the NPSLBA 'B & A Box'.

Part 1: What is in each set of materials?

The opening pages – the aims and aspects of leadership

The **aims** for each topic are announced at the beginning. They are clearly stated and link directly to the topic.

The **aspects of leadership** that will be developed in the topic are described. This is a leadership programme, so a focus on leadership of behaviour and attendance will be clearly evident throughout each set of materials. The materials highlight key leadership concepts and will enable you to develop leadership skills.

The **outline** of the session is given, showing the three main activities and the length of time each is expected to take.

The **overview** gives a brief account of the whole session and its content.

Preparatory reading and reflection

It is essential that you should study this before the session, whether or not it is your turn to be session leader. The preparatory reading is designed to give you a summary of the current thinking in the specialist area of the topic that is clear, succinct and accessible to all members of the cluster group, whatever their individual experience and expertise. You will be presented with up-to-date views and all relevant key points. Note that, in all National Programme for Specialist Leaders of Behaviour and Attendance (NPSLBA) materials, the terms 'child' and 'children' are used to refer to both children and young people.

References, quotations from important sources and suggestions for further reading will enable you to explore the ideas in greater depth or at a higher level, should you wish to do so.

If you want to do some personal research into an NPSLBA topic that has not been chosen by your group for one of the cluster sessions, this is the place to begin.

For each topic, the preparatory reading includes question prompts. You should bear these in mind as you study the material. As you read, make notes in answer to the questions; bring your notes to the cluster session.

Most study topics also include a preparatory activity for you to complete after you have finished the preparatory reading, but before you meet for the cluster session. The preparatory activity could involve any of the following aspects:

- observation
- interview with a colleague
- visit to another school or workplace
- quick quiz
- reflection on current practice
- mini research activity.

Session activities and resources

Each set of materials includes three activities to be completed during the cluster session. These may be adapted or replaced if the session leader or the group has a particular wish to do so. Some topics include suggested adaptations or alternative activities for session leaders to consider. Also noted are central activities that should not be omitted or rushed. Nevertheless, the activities are all manageable within the allocated time, as long as the session leader keeps to the time schedule.

Most activities are supported by resources, which may be in the form of handouts, slides or videos. The activities usually involve discussion and collaboration and are designed to motivate and engage groups who – it is well understood – may be meeting after a long and maybe stressful day at work. They link directly to the stated aims and the NPSLBA learning objectives and emphasise the particular skills to be used by participants back in their workplaces. A range of techniques is included so that group members can develop their own knowledge of learning techniques and delivery methods.

Signposts to other relevant National Strategy materials

This short section summarises the way the topic is covered in the National Strategies Behaviour and Attendance (B&A) materials. Useful information and activities are highlighted where they could support the completion of specific work-based activities.

These signposts are intended to be helpful for further reference, but are not to be considered essential reading. The references are only to B&A materials, not those from curriculum areas or other National Strategy (NS) themes, such as Transfers and Transitions. However, these are referred to at relevant points in individual topics and such references will be updated as more NS material is released.

In most sets of study materials, links are made to other NPSLBA topics that are related to the one being studied.

Work-based activities

From the inception of NPSLBA, these have been seen as the backbone of the programme. This is where the learning from the cluster sessions is tested and embedded through practice. The work-based activities give participants the opportunity to develop their leadership skills and their knowledge of B&A issues. Where possible, these work-based activities should reflect needs and tasks already identified by colleagues in the workplace. You should be supported in undertaking work-based activities by your line manager or other senior colleagues. So, before you begin an activity you should meet with senior colleagues to establish protocols. At the end of the work-based activity you should meet again with senior colleagues to discuss any impact this has had within your workplace. Record the key points from this conversation in your reflective log.

Undertaking and reflecting on your work-based activities will provide most of the evidence you must submit to show that you have met the NPSLBA learning objectives and those required for other externally validated qualifications. You will need to be familiar with the NPSLBA learning objectives and the more detailed Portfolio Evaluation Criteria, both of which are repeated in Part 2 of this user guide. The instructions include advice about the form your reporting of the work-based activity could take.

Each set of materials includes six work-based activities. They provide tasks that are suitable for the range of job-families likely to be represented by members of your cluster group. The instructions indicate, under the heading **Audience**, the job-families within the cluster group to which the work-based activity is most suited.

Instructions for work-based activities also indicate:

- the purpose of the activity and aspects of leadership it will help to develop
- the knowledge, skills and understanding to be developed through the activity
- the relationship between the activity, the session and the learning outcomes
- ways of setting appropriate targets or measures of success
- suitable methods for reporting or recording outcomes.

The shape and detail of a work-based activity can be adapted to fit the particular circumstances of your workplace. Alternatively, it may be that you would prefer to undertake a task that you have designed yourself, instead of one of those suggested in the study topic. Possibly, you are already engaged in a work project that is related to the topic you have studied. Make sure, however, that, taken together, the work-based activities you complete during the course of the programme will yield all of the evidence you need to demonstrate fully the NPSLBA learning outcomes and those required for any other externally validated qualification for which you are aiming. The learning objectives that can be demonstrated by each work-based activity are listed. Most work-based activities can be used to demonstrate all five of the NPSLBA learning objectives.

Sometimes, cluster groups will invite an expert along to a session. This will be someone who, by virtue of their job, training or particular experience is a useful resource when studying a particular topic. Where the presence of an expert is advised this is shown under the heading **Use of expert**, with the reasons given. There is also advice on how the session leader could gain access to such an expert.

Your completed portfolio will need to meet the Portfolio Evaluation Criteria that are introduced in Study day 2 and repeated in Part 2 of this user guide. To help in presenting your evidence, make sure that, when planning, completing and writing up your work-based activity, you refer to any other relevant NPSLBA topics you have studied. For example, even if your cluster group didn't choose to work through a particular topic, you may have read the materials associated with that topic yourself. You can use the theory in those materials to inform your practice when undertaking a work-based activity and record your reflections as you go along.

There is more about NPSLBA work-based activities in handout 6.2 which you will have received on Study day 1 and which appears again in Part 2 of this user guide.

References

This section in each set of study materials gives details of the sources of quotations and key ideas contained in the preparatory reading and elsewhere. It also includes suggestions as to where you should look if you wish to study the topic in more depth. Both printed texts and websites are included.

How to open a link to a website

Hold down the **Control** (Ctrl) key, position the cursor over the link and left-click the mouse.

Or position the cursor over the link and right-click the mouse. From the menu that appears, left-click on the 'open hyperlink' command.

If neither of the above methods is successful, select the website address, then copy and paste it into the address bar on your browser. Press **Return**.

If you still can't gain access to the website, try reaching the home page by shortening the full address to its basic stem.

For example, instead of typing in...

http://www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns_seal137805_guidance.pdf

...shorten the address to...

www.standards.dcsf.gov.uk.

You can then browse the website or use its search tool to find the material you are looking for.

The slide presentations

Each set of materials has an accompanying slide presentation displaying the aims and details of the activities, for the session leader to use when introducing the session. Some topics include further slides to be used as a resource during the course of the session.

Part 2: Supporting materials

For use with all study topics

Preparing to lead a session

A checklist for session leaders

To do before the session	✓
Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the materials to suit the needs of your group.	
Prepare the necessary resources.	
Arrange any visitors or speakers as necessary.	
Ensure that the group has access to the preparatory reading and preparatory activity.	
Ensure that the group has access to the work-based activities before the session.	
Ensure that the group has information regarding when and where the session will take place. You may already have provided this in the forward look at the previous session.	
During the session	
The previous session leader will review work-based activities from the earlier topic.	
Focus the attention of the group on the key questions that will help them gain most benefit from the session. These questions will also help focus reflection in the reflective log.	
Introduce the activities and take feedback.	
Review learning during and at the end of the session.	
Lead the group in a discussion about the work-based activities.	
Encourage group members to study each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are...'	
Follow-up	
Collate and distribute any material that you have agreed to circulate.	
Reflect on your role as session leader in your reflective log.	
The next session will begin with a 10-minute slot for you to review work-based activities with the group and share ways in which learning might be further developed.	
Equipment	
Data projector and screen or interactive whiteboard	
Presentation slides	
Flipchart and marker pens	
Sticky notes	
Refreshments	

Resources	✓
Preparatory reading and reflection	
Preparatory activity	
Activity 1	
Resource A	
Resource B	
Resource C	
Resource D	
Activity 2	
Resource A	
Resource B	
Resource C	
Resource D	
Activity 3	
Resource A	
Resource B	
Resource C	
Resource D	

Review of work-based activities

At the beginning of every cluster session

Write each of the four headings below on a large sheet of paper.

- Leadership issues
- Organisational issues
- Skills and knowledge
- What went well?

Display these in different areas around the room.

Read the questions, in full, and take five minutes to jot down, on sticky notes, your responses to each question.

1. When you were carrying out your chosen work-based session, were there any important leadership issues that arose?
2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the session successfully?
3. Were there aspects of your own skills and knowledge that helped or prevented you from carrying out the session successfully?
4. What were the most successful and enjoyable aspects of your experience with the work-based session?

Place each sticky note under the appropriate heading.

Take a further five minutes to look at the responses of others in the group.

After ten minutes, move on to discuss the reading and preparatory activity for this topic.

Session review

At the end of every cluster session

You could use the questions below to help the group focus on the learning from this session.

- *What has been the key learning for individuals?*

Share one idea that has stimulated, interested or surprised you and that you will share with others.

- *What aspect(s) of your practice, as a leader, will change as a result of studying this topic and participating in this session?*

Focus on leadership knowledge, skills and understanding.

Session leader only

- *What has been the key learning for you? Record your thoughts in the reflective log.*

Now spend 20 minutes looking at the selection of work-based activities.

Work-based activities: further guidance

The specific objectives of undertaking work-based activities are:

- to apply knowledge and understanding gained from individual and group study to your own work context;
- to embed learning over a period of time through reflecting and modifying practice;
- to develop leadership skills through interaction with people in the workplace;
- to explore and evaluate the effectiveness of these activities;
- to reflect on and evaluate the impact in your workplace and on your own learning and practice.

What are work-based activities?

These activities are tasks you will undertake in your place of work. They could be centred on, for example, development of policy and practice, analysing and using data, leading staff development activities or training, applying theoretical models, developing systems. In order to complete your portfolio you will need to undertake at least three activities, which may represent any of the following aspects.

- You may have completed some work in the last two years that would provide evidence for meeting NPSLBA learning outcomes. You may revise this work, in the light of your new learning, to assess how you would lead on this work in future, in order to achieve improved outcomes for yourself and your workplace.
- You may also use some work that you are currently doing that relates to the topics being studied, and demonstrate how you are applying your learning and your leadership skills to that piece of work.
- There are six suggestions for work-based activities included within each study topic. You may wish to use one of these suggestions to explore an area of interest.

You may work on these activities with other NPSLBA colleagues but in your reflective log you will need to demonstrate individual learning and personal development.

For each activity undertaken you should attach supporting evidence as well as your reflective log. For example:

- witness statements
- data analysis
- a summary of training evaluations
- photographs
- an Ofsted report
- minutes of meetings
- action plans
- analysis of questionnaires
- analysis of observations
- a training programme
- a revised policy
- structure diagrams
- new procedures
- a PSP
- a redesigned referral form
- annotated minutes
- notes of professional discussion

from Study day 1, handout 6.2

National Programme for Specialist Leaders of Behaviour and Attendance learning objectives

To help with your choice of work-based activity

Participants will develop their knowledge, skills and understanding of leadership in behaviour and attendance in order to improve outcomes for children and young people through:

- promoting successful change that is embedded in the whole setting policy and practice;
- encouraging colleagues to develop shared values, principles and beliefs that promote positive behaviour and full attendance;
- using effective communication that values the opinions of others, strives for mutual understanding and facilitates effective team work;
- developing a solution-oriented and resourceful approach;
- modelling the social, emotional and leadership skills that are essential to promote good behaviour, emotional health and well-being.

Portfolio guidance

How your work is assessed

In order to ensure consistent standards nationally, the NPSLBA DCSF Certificates are moderated by Local Leads and Regional Advisers. Your portfolio, therefore, should meet an agreed minimum standard. In order to help you achieve this, guidelines have been established for you against which to check your progress. These criteria should be referred to throughout the year to help you review your work and evaluate your progress.

Portfolio evaluation criteria

Domain	Criterion	Evidence
Concept *Ref LO1 & LO3	The portfolio demonstrates that the participant can identify and use relevant ideas and perspectives for purposes of reflection upon issues under study.	e.g. reflection on Goleman's leadership styles in relation to your own development and practice
Literature *Ref LO4	The portfolio demonstrates that the participant has an awareness of appropriate literature and its relevance to the task.	e.g. reference to reading for study topics – DCSF policy guidance, your LA's The Children's Plan
Contextual *Ref LO3	The portfolio demonstrates that the participant has an awareness of contextual factors (e.g. personal, locational, historical, political) influencing the area of study.	e.g. reference to your role within the organisation, context of the school, the <i>Every Child Matters</i> agenda
Values & Beliefs *Ref LO2	The portfolio demonstrates that the participant can clearly identify and articulate their own value position and, where relevant, the value position of others in relation to the area of study.	e.g. reference to your leadership qualities – respect and communication reflection on how the values of others can hinder progress on inclusion
Action *Ref LO5 & LO6	The portfolio demonstrates that the participant has awareness of a relationship between theory and practice in the workplace, and can use reflection to develop a personal theory and refine professional practice, with due regard to issues of equity and social justice.	e.g. how solution-focused approaches have helped you make changes and shown impact the use of a breakfast club developed from Maslow's work

*Related NPSLBA learning objectives

Adapted from the University of Western England Common Assessment Framework

from Study day 2 handout 4.1

Other National Behaviour and Attendance materials

A reference guide

Materials from the Department for Children, Schools and Families (DCSF)

The Behaviour and Attendance Strand of the National Strategies

The National Strategy for behaviour and attendance includes a range of continuing professional development (CPD) materials which link to this topic: further links are given on www.behaviour4learning.ac.uk.

These materials offer opportunities to ensure that standards of behaviour and attendance are the highest possible. In this way, the ethos, values and beliefs that are developed are likely to contribute to reducing the risk of violence in primary school settings.

An initial and in-depth review or audit for primary schools includes an audit of emotional health and well-being (EHWB) which can help schools identify strengths and areas for development, a set of curriculum materials for developing social and emotional skills (the SEAL resource) to teach pupils to use a peaceful problem-solving framework, materials on developing positive relationships, understanding behaviour and the importance of emotions and managing conflict and confrontation, which are all useful in helping staff to develop the skills that will minimise the risk of violence.

The National Strategies include a range of CPD materials intended to support secondary schools to ensure that high standards of behaviour and attendance prevail. The audit tools, booklets and associated toolkits of most relevance are: Unit 2, Everyday policies: rewards, sanctions and the promotion of positive behaviour; Unit 3, Dealing with consistently poor behaviour; Unit 4, *Bullying* and Unit 5, *Pupil support systems*. In addition, schools will have had an opportunity to access the Core day materials including Core day 4, Developing emotional health and well-being. Particularly relevant is the secondary SEAL resource www.standards.dcsf.gov.uk/secondary/publications/banda/seal/.

Every Child Matters, DCSF Five-Year Strategy

The *Every Child Matters* (ECM) agenda sets out the five outcomes for every child and young person.

The promotion of inclusion within a positive and welcoming learning environment is at the heart of the five outcomes. Positive and trusting relationships, good behaviour and attendance and feelings of well-being are necessary prerequisites to:

- being healthy
- staying safe
- enjoying and achieving
- achieving economic well-being
- making a positive contribution.

All of the five outcomes described above are more likely to be successfully achieved in a setting that pays attention to issues of violence prevention and minimisation through appropriate

organisational and individual responses. Working towards the aims of ECM will provide schools with a framework within which to tackle issues relating to violence.

Attendance

Poor attendance at school and in other educational settings arises for many reasons. Some relate to the experiences of children and young people who have poor social and emotional skills, or who find themselves within environments which do not meet their needs or in which they do not feel they have anything to contribute. This can be a significant cause of non-attendance. Educational settings that ensure measures to prevent violence and provide effective responses to violence (should it occur) will do much to ensure the highest possible levels of attendance.

Anti-bullying

The DCSF suite of anti-bullying guidance materials makes it clear that no types of bullying will be tolerated. This includes racist bullying, homophobic bullying and cyber-bullying. The DCSF has also secured a broad consensus with teaching associations and with the national Anti-Bullying Alliance about signing up to its own *Bullying – A Charter for Action*, or a charter based on the key principles of the DCSF version. The charter should outline the school's principles and practice to prevent bullying, and be based on the values outlined in the guidance materials. The charter is a voluntary commitment signed by the headteacher, chair of governors and a representative(s) of pupils in that school or setting.

The DCSF guidance is clear that all schools and settings should have measures in place to deal with all incidents of bullying when they occur. There is also an expectation that all schools and settings will be working to create a culture and an ethos that ensures bullying behaviour is less likely to occur or to be tolerated by those who witness it. This preventative work will be enabled, in part, by teaching and developing appropriate social and emotional skills.

The DCSF suite of anti-bullying guidance materials consists of the following resources.

Safe to Learn: Embedding anti-bullying work in schools available on publications.teachernet.gov.uk. (Search using the reference: DCSF-00656-2007.)

Cyber-bullying also available on publications.teachernet.gov.uk. (Search using the reference: DCSF-00658-2007.)

Homophobic bullying also available on publications.teachernet.gov.uk (Search using the reference: DCSF-00668-2007.)

Racist bullying available on www.teachernet.gov.uk/wholeschool/behaviour/tacklingbullying/racistbullying

Bullying – A Charter for Action available on publications.teachernet.gov.uk (Search for Bullying – A Charter for Action.)

Reducing violence in schools

TeacherNet has advice for schools on violence reduction. This advice has two key aims:

- to help schools create a climate where violence will not flourish;

- to help schools and individuals learn from any violent incidents in order to prevent recurrence.

The Reducing Violence in Schools advice is grouped under five themes (which have informed this topic on violence reduction). The themes are:

- a safe school
- involving pupils and families
- curriculum
- school organisation
- travel and safe surroundings.

Within each theme, advice is provided relating to the kind of strategies that schools may use to minimise violence, for example, conflict resolution and restorative approaches.

The advice is available at www.teachernet.gov.uk/wholeschool/behaviour/violencereduction.

TeacherNet has guidance for schools on the use of force, which supersedes and replaces DFES Circular 10/98, The Use of Force to Control and Restrain Pupils (DCSF 2007).

This non-statutory guidance will help schools to understand what the law means for them in practical terms, as well as providing them with advice on good practice.

This guidance is available at www.teachernet.gov.uk/docbank/index.

Materials from the National Strategies Behaviour and Attendance Programme

Secondary Behaviour and Attendance: Resources and publications

www.standards.dfes.gov.uk/secondary/keystage3/issues/behaviour/strandpubba

DCSF 0392-2003 Core day 1

These materials are designed for schools to use, supported by Behaviour and Attendance Consultants. They cover sessions on:

- reviewing a behaviour and attendance policy
- implementing a behaviour and attendance policy
- the audit for secondary and middle schools
- effective classroom teaching.

A booklet containing policy advice for headteachers, behaviour and attendance leaders and consultants and LEA support services is also available.

DCSF 0055-2004 Core day 2

These materials are designed for schools to use, supported by Behaviour and Attendance Consultants. They cover sessions on:

- focusing on solutions

- developing staff skills to support pupils
- creating a positive whole-school climate
- meeting specific staff training needs using development materials.

These four sessions follow a particular sequence but can be taken out of context and used separately as training units. It is intended that all schools will deliver the first three sessions. Schools can differentiate to meet their needs by selecting the most appropriate tasks and exploring some of the key ideas in the session.

DCSF 0020-2004 Core day 3

Monitoring whole-school practice to promote positive behaviour and attendance

Monitoring is an essential element in the school improvement cycle. Regular monitoring helps to measure the ongoing effectiveness of the post-audit improvement plan. It also promotes development at both operational and strategic levels by identifying trends and patterns in behaviour and attendance. If the monitoring process is well designed, it will identify the causes underpinning trends. This helps schools to be accurate in addressing issues and responding to post-audit trends. They can also redirect staff training, selecting the most appropriate training pedagogy to engage all staff in responding at an early stage to emerging trends.

DCSF 0180-2005 Core day 4

These materials build on previous core training, in exploring ways to further develop staff skills and sustain school improvement. They expand the principles already exemplified in policy guidance and support development, following an analysis of school outcomes from the recently introduced behaviour and attendance audit.

The pack comprises:

- guidance for senior leaders;
- self-study materials that build on the healthy schools framework, as outlined in the document;
- the promotion of emotional health and well-being through the national healthy school standard.

The activities in the self-study materials included in this pack follow a process that will help schools develop their knowledge, understanding and application of an emotionally healthy school, building on existing good practice.

DCSF 0449-2004 electronic audit

An audit to help schools recognise their good practice and build on it, as well as focus on those areas which warrant further attention.

Behaviour and attendance toolkit units

These toolkit units provide consultants and schools with comprehensive resources that support post-audit action plans.

The intention has been to build on existing good practice and support development activity.

The final versions of all units in CD-ROM format are available to order separately.

DfES 1262-2005	Unit three	Dealing with consistently poor behaviour
DfES 0511-2004	Unit four	Bullying
DfES 0153-2004	Unit six	Classroom behaviour
DfES 1264-2005	Unit seven	Out-of-class behaviour
DfES 1265-2005	Unit eight	Curriculum

Secondary SEAL

Secondary SEAL includes a guidance booklet, CD-ROM and website. The CD-ROM and website include a comprehensive set of staff development materials, including further readings, suggestions for staff development, tools for monitoring and profiling and learning resources for use with pupils in Year 7.

Primary Behaviour and Attendance: Resources and publications

Excellence and Enjoyment: Improving behaviour and attendance... improving learning

www.standards.dcsf.gov.uk/primary/publications/banda/seal/pns_seal137805_guidance.pdf

DCSF 0110-2005 Kit – Social and emotional aspects of learning (SEAL)

The SEAL resource provides a framework for explicitly promoting social, emotional and behavioural skills, with built-in progression for each year group within a school.

The resource is designed to facilitate a systematic and spiral approach to learning. It should be seen as a stimulus or starting point, rather than a finished product.

It provides structured support to the creativity and initiative of schools which use the materials.

The materials include:

- a guidance booklet
- a 'Getting started' poster
- a whole-school resource with photo-cards.

There are seven sets of thematic materials that each have:

- an assembly and overview
- a red set booklet – for the Foundation Stage
- a blue set booklet – for Years 1 and 2
- a yellow set booklet – for Years 3 and 4
- a green set booklet – for Years 5 and 6.

In addition there are booklets that contain materials for all seven themes:

- purple set booklets – activities for exploring the theme in the staff room
- gold set booklets – family activities

- silver set booklets – small-group activities (Years 1 and 2).

Staff development: These consist of ideas for whole-school sessions and are appropriate for staff meetings or in-service training days. The materials are organised under the headings used in the electronic audits. These are:

- leadership and management
- whole-school ethos and framework
- school organisational factors and the management and deployment of resources
- continuing to improve the quality of teaching and learning through classroom-level factors
- pupil support systems
- staff development and support.

The staff development materials mentioned above are as follows.

Working with colleagues on behaviour issues

- The emotional aspects of professional development on behaviour management issues
- Working with staff with varied attitudes, beliefs and experience
- Planning your delivery – structuring a session and identifying potential ‘hotspots’
- Meeting your responsibilities and maintaining the focus

Focusing on solutions: a positive approach to managing behaviour

- Building on success
- Exception finding: when is success being experienced and how can we build on this?
- Preferred futures
- Rating scales: where are we now and how close are we to our desired solution?

Playtimes and lunchtimes

- Playtimes and lunchtimes in the context of the whole-school behaviour policy
- Staff development and support
- Helping children take responsibility for the playground or lunchtime culture
- Practical strategies for improving playtimes and lunchtimes

Positive behaviour and the learning environment

- Influencing the environment
- Exploring how the environment can promote behaviour for learning
- Evaluating the physical environment

Consequences

- Exploring beliefs about rewards and sanctions
- The use of consequences to promote positive behaviour and reduce unwanted behaviour
- Whole-class positive consequences schemes
- The use of negative consequences

Responding effectively when children show inappropriate behaviour

- Principles for using consequences for inappropriate behaviour
- Ensuring win-win outcomes
- Using more intrusive consequences and involving school-based support

Understanding behaviour

- How patterns of behaviour develop
- A way of looking at behaviour in the classroom: the ABC model
- The influence of group dynamics on children's behaviour

Relationships in the classroom

- The importance of establishing positive relationships with all pupils
- Building relationships where it is more difficult
- The 'relationship bank' – building relationships with those hardest to reach
- Building a classroom community

The importance of emotions in the classroom

- Exploring why it is important to understand emotions in the classroom
- Four key concepts and ideas about emotions
- Implications for school and classroom planning

Conflict and confrontation

- What lies behind behaviour?
- The processes involved in conflict and confrontation
- Strategies for reducing conflict and confrontation in the classroom
- Optional additional activities: the assertive teacher
- Managing conflict and confrontation

Working with parents and carers

- Understanding parent-teacher relationships
- Barriers to effective partnership with parents and carers
- Communication and problem solving.

Reference number for all the above is DfES 1732-2005CDO-EN.

Future publications: Primary

- Excellence and Enjoyment: solution focused specialist coaching:
Improving behaviour and attendance improving learning (DVD)
- Excellent and Enjoyment: social and emotional aspects of learning:
small group work to develop children's social emotional and behavioural skills (DVD)
- Key Stage 2 intervention group work (web only)
- Family learning SEAL programme for parents/carers (web only)
- SEAL assemblies one to six (web only)

Other relevant materials

Induction training materials for teaching assistants (TAs) and school support staff

These materials are provided for local authorities so that they can run courses to give new teaching assistants (TAs) and support staff the basic knowledge they need to know in their roles.

Induction materials for teaching assistants in secondary schools

Promoting positive behaviour module

Induction materials for teaching assistants in primary schools

Promoting positive behaviour module

Induction materials for support staff

Promoting positive behaviour module

Induction materials for teaching assistants and support staff in schools