

These tutor notes have been designed for training staff in schools. **Sessions 1** and **2** which deal with reviewing and implementing policy are particularly relevant for school senior leadership teams; **Session 3** is designed for the staff who will be particularly involved in the behaviour and attendance audit while **Session 4** is of more general interest as it deals with effective classroom teaching. They have been designed to be used flexibly.

## Contents

<b>Session 1</b>	<b>Reviewing a behaviour and attendance policy</b>	<b>75 minutes</b>	<b>3</b>
	Handouts 1–5		11
<b>Session 2</b>	<b>Implementing a behaviour and attendance policy</b>	<b>75 minutes</b>	<b>31</b>
	Handouts 1–7		37
<b>Session 3</b>	<b>The behaviour and attendance audit for secondary and middle schools</b>	<b>90 minutes</b>	<b>57</b>
	Handouts 1–2		67
<b>Session 4</b>	<b>Effective classroom teaching</b>	<b>90 minutes</b>	<b>83</b>
	Handouts 1–5		91

# Acknowledgements

Sections in this material have been influenced by and draw upon the work of Bill Rogers. We are grateful for his kind permission and would like to acknowledge the following publications in particular:

Rogers, B., *Classroom Behaviour* (© 2002 Bill Rogers, published by Sage Publications).

Rogers, B., (ed) *Teacher Leadership and behaviour Management* (© 2002 Bill Rogers, published by Sage Publications)

Rogers, B., *Behaviour Management: A whole school approach* (© 1995 Bill Rogers, published by PCP Publications)

Rogers, B., *I Get by with a little help . . . Colleague Support in Schools* (© 2002 Bill Rogers, published by ACER Press)

# Reviewing a behaviour and attendance policy

## Aims

For school senior leadership team to:

- be introduced to the DfES advice on whole school behaviour and attendance policy
- discuss the values, principles and beliefs that inform an inclusive whole school policy
- review the current policy for behaviour and attendance
- examine strategies for gaining whole school and community ownership of policies

## Resources

- Slides 1–9
- Handouts 1–5
- A3 speech bubbles containing individual phrases for Task 2
- Advice on whole school behaviour and attendance policy
- Flipchart and pens
- Scissors
- Whiteboard

## Outline of the session

Introduction	Whole group	5 minutes
Values, principles and beliefs that inform an inclusive whole school policy	Whole group and paired work	35 minutes
Behaviour and attendance policy: aims and content	Whole group and paired work	20 minutes
Reviewing your behaviour and attendance policy	Whole group and paired work	10 minutes
Summary and points for action	Whole group	5 minutes

## Introduction

5 minutes

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

Slide **1**

### Aims of the session

For school senior leadership teams to:

- Be introduced to the DfES advice on whole school behaviour and attendance policy
- Discuss the values, principles and beliefs that inform an inclusive whole school policy
- Review the current policy for behaviour and attendance
- Examine strategies for gaining whole school and community ownership of policies

Take the participants through the session outline, indicating where there will be opportunities to raise questions and discuss issues.

## Values, principles and beliefs that inform an inclusive whole school policy

35 minutes

Indicate to participants that the school should have a clear vision for managing and teaching behaviour. The policy needs to be framed to reflect an emphasis on positive behaviour rather than on discipline. Boundaries should be made clear and sanctions in place, but the emphasis should be on praise and recognising positive behaviour.

The school curriculum, classroom management, teacher behaviour and organisation can all impact on pupil behaviour. All involved in the planning, delivery and evaluation of the curriculum should recognise that the quality of teaching and learning has a significant impact on pupils' behaviour.

Show **slide 2** which summarises a positive approach. Ask participants to comment on these statements in relation to their own behaviour and attendance policy.

Slide **2**

### A positive approach:

- Encourages positive behaviour rather than punishes bad behaviour
- Includes policies that distinguish between appropriate and inappropriate behaviour
- Promotes consistency to which all staff should feel committed

Point out that positive school behaviour and attendance policy is based on a clear set of underlying principles.

## Values and principles to support positive behaviour and attendance in all schools

### Task 1

Distribute Handout 1.

The values and principles outlined in Handout 1 are based on *UN Convention on the Right of the Child (1990)*, *the Salamanca Statement (1994)*, *Human Rights Legislation (2000)* and the *Disability and Discrimination Act (2001)*.

Invite participants to work in pairs to consider each core value and principle and to score how well they think these are embedded in their school.

Scoring should be on a 0 to 10 scale.

After ten minutes ask the participants to share their judgements with others with a view to promoting a debate on the core values of the school.

## Common beliefs and attitudes

### Task 2

Place on the white board the speech bubbles containing exemplar comments about behaviour and attendance that reflect positive and inclusive values.

Select from:

- 'Good behaviour needs to be taught.'
- 'What you model is what you get – pupils learn by example.'
- 'Pupils will turn up on time if staff do.'
- 'We take bullying seriously. Bullies need help too.'
- 'Asking for help with behaviour and attendance problems is not a weakness.'
- 'Everyone needs help to manage behaviour at some point.'
- 'The pupil who likes to be in trouble has yet to be born.'
- 'Pupils respond better to encouragement than punishment.'
- 'The more sanctions you have, the worse behaviour will be.'
- 'The more rules you have the more opportunities there are for breaking them.'
- 'Pupils will attend regularly if school is a positive learning environment.'
- 'Pupils do not like bad behaviour.'
- 'With rights come responsibilities.'
- 'Pupils learn best in ordered environments where boundaries are clear.'
- 'It is everyone's right to feel safe and secure within school.'
- 'Behaviour is shaped by consequences both positive and negative.'

Ask participants to identify which of these beliefs are widely held within the school. Consider how others could be promoted through the policy by emphasising the values which underpin them.

Conclude this activity by emphasising that values are often expressed as attitudes and beliefs. Policies should promote a shared understanding of those beliefs.

## Rights and responsibilities

Raise the issue that values and principles within the school are demonstrated by the way in which rights and responsibilities are understood and practised by all members of the school community.

**Task 3**

Invite the same pairs to make a list of the rights of the adults and pupils in the school. It may be necessary to discuss what constitutes a right. Provide an example; 'I have a right to be listened to'. Take feedback and draw up a list of rights on the flipchart.

The list may include the following:

- to feel safe and secure;
- to learn;
- to have an opinion;
- to know the boundaries;
- to make mistakes;
- to have time to talk, listen, think, work;
- to be valued for my efforts.

Point out that rights are underpinned by values and with rights come responsibilities based on those values. Give out Handout 2 and take participants through the three examples on the Handout.

Allocate two or three rights from the list on the flipchart to each of the pairs, and invite them to complete the table on Handout 2 using the values discussed in Task 1.

**NB.** Inevitably there will be a varied response to this exercise. There is no definitive answer and participants may want to continue this exercise with their staff teams.

Summarise this activity by emphasising that identifying clear values has a real purpose in policy development because the values underpin the rights and responsibilities that the policy supports.

## Behaviour and attendance policy: aims and content

**20 minutes**

Give out the *Advice on whole school behaviour and attendance policy*

Having considered values, principles and beliefs, explain to participants that the next step is to explore how a policy can be constructed to turn values into practice.

Show **slide 3** to remind them of the aims of a school behaviour, attendance and anti-bullying policy.

Slide **3**

The policy should:

- Build on clear values, principles and beliefs
- Promote high standards of behaviour, attendance and achievement
- Be understood and owned by the whole school community
- Include all school staff, pupils and parents/carers in its development and evaluation
- Inform and be informed by practice both inside and outside of the classroom
- Include advice on monitoring and evaluation
- Be concise and avoid any unnecessary bureaucracy

Invite participants briefly to consider these aims in the light of their own policy.

## Policy content

### Task 4

Use **slide 4** as a prompt to take participants quickly through the checklist on page 6 of the Advice on whole school behaviour and attendance policy.

Using the reproduced checklist in Handout 3, invite participants to consider whether their school policy addresses these issues sufficiently well. Encourage them to work in pairs to record their comments on the Handout.

### Slide 4

The policy should refer to:

- Principles – the whole school community
- Principles – school's aims and the curriculum
- Promoting teaching and learning
- Roles and responsibilities
- Standards
- Rewards
- Sanctions
- Pupil support
- Staff support
- Support for parents
- Consultation
- Resources
- Monitoring and review

## Structuring the policy

Use **slide 5** to review the purpose of behaviour and attendance policy.

### Slide 5

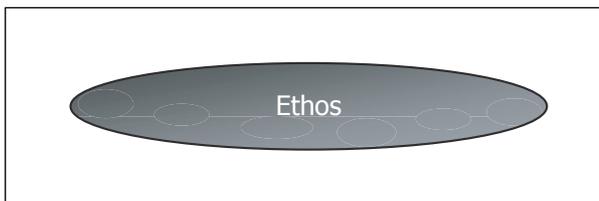
An effective behaviour and attendance policy:

- Shows how the school values and includes all members of its community
- Is essential for a creative environment in which all members of the school community can thrive, feel respected, safe and secure
- Improves pupils', parents'/carers' and staff confidence in the school

Invite participants to discuss this list and add to it if necessary.

Remind them that the first part of this session has established that a whole school policy is based on a sound foundation of values, principles and beliefs, which inform the school ethos. Use **slide 6** to model this.

Slide **6a**



At first click, this will show a disk labelled *values* coming onto the screen, followed by a second click which brings on a disc labelled *principles* which overlays the *values*. At the third click a disk labelled *beliefs* comes on to screen, which overlays both *values* and *principles*. At the fourth click, this oval base appears on screen with the word *ethos* written on it. The slide included here will have this final view on it.

Next, explain that each aspect of the behaviour and attendance policy is formed on the basis of these underpinning values, principles and beliefs. Briefly go through the following slide sequence and indicate to participants that these elements are outlined in the DfES advice document that they have been given.

**Sequence 1**

- This will show the first column of the carousel positioned at the edge of the base with *teaching and learning* written on it.

**Sequence 2**

- This will show the second column of the carousel positioned at the edge of the base with *roles and responsibilities* written on it.

**Sequence 3**

- This will show the third column with *code of conduct* written on it.

**Sequence 4**

- This will show the fourth column with *rewards and sanctions* written on it.

**Sequence 5**

- This will show the fifth, sixth and seventh columns in the centre of the carousel with *pupil support systems*, *staff support systems* and *parent support systems* written on them.

**Sequence 6**

- This will show the eighth column of the carousel with *monitoring and evaluation* written on it.

As each of the columns is positioned onto the base of the diagram, encourage participants to flip through the *DfES advice on whole school behaviour and attendance policy* to see how the diagram relates to the written advice. Emphasise that the positioning of the support systems in the centre of the diagram is to show how important these systems are to the successful implementation of the policy and to achieving high expectations.

Use **slide 6b** to indicate that the outcome of the policy should be high expectations of positive behaviour and attendance.

Slide **6b**



## Supporting documentation

Explain that an effective policy will not only express common values, but also support consistent application of those values.

Show **slide 7**.

Slide **7**

The policy will explain:

- How pupils learn positive behaviour and regular attendance
- How adults teach positive behaviour and attendance
- How parents/carers can contribute

Remind participants that this information is often provided in school publications such as:

- the staff handbook;
- the school prospectus;
- home-school agreements;
- pupil planners.

These documents may also need to be reviewed in light of any planned changes to the whole school policy for behaviour and attendance.

## Reviewing your behaviour and attendance policy

**10 minutes**

Explain that any actions required to develop the school's behaviour and attendance policy should follow a review of the existing situation in school. The behaviour and attendance audit for secondary and middle schools should be used to support this review and to canvass the views of governors, staff, parents or carers, pupils and the community.

Note that Session 3 will provide detailed guidance on the audit.

## Making judgements about the policy

Senior leadership teams will have established practice in self-evaluation and review, which will undoubtedly include a review of the whole school inclusive behaviour and attendance policy.

Show **slide 8** to outline the areas to consider when reviewing a school's behaviour and attendance policy.

Slide **8**

When reviewing your school policy, consider whether it is:

- Appropriate
- Efficient
- Effective
- Fair

Use the notes on Handout 4 to aid discussion with participants and to expand on the four headings in **slide 8**. Take brief feedback.

## Summary and points for action

5 minutes

Show **slide 9** to summarise the session.

Slide **9**

### Summary

The most effective policy:

- Is underpinned by shared values, principles and beliefs
- Has clearly defined aims which fit the ethos of the school
- Reflects the needs of the whole school population
- Is reviewed by making judgements across all aspects of school life

Participants may want to consider how they could use the activities in Session 1 with identified groups or whole staff teams to examine specific aspects of the school policy in more depth.

### Points for action in school

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

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



## Handout 2

<b>Rights</b>	<b>Value relating to right</b>	<b>Pupil responsibility</b>	<b>Staff responsibility</b>
To be listened to	Mutual respect	Listen to others	Provide opportunities to encourage talking and listening to others
To feel safe and secure	Emotional and physical well-being	To look after your friends	To work within the anti-bullying policy
To learn	Equality Learning as life-enhancing	Punctual and regular attendance	Prompt start to lessons

## Handout 3

<b>How does your policy answer these questions?</b>	<b>Comments</b>
1. What are the principles underlying the policy and how do they apply to the whole school community?	
2. How do these principles relate to the school's overall aims and the rest of its curriculum?	
3. How does the policy promote effective learning and teaching about positive behaviour and regular attendance?	
4. What are the roles and responsibilities of governors, staff, pupils and parents/carers in promoting positive behaviour and regular attendance?	
5. How does the school set high standards of behaviour and attendance for pupils?	
6. How are rewards used to encourage positive behaviour and regular attendance?	
7. How are sanctions used to encourage positive behaviour and regular attendance?	
8. What support is available for pupils whose misbehaviour or attendance reflects significant learning or personal problems?	
9. What support and training is available to help staff manage challenging pupil behaviour and absence?	
10. What support is available for parents who wish to learn more about how to improve behaviour and support attendance?	
11. How are staff, parents/carers and pupils involved and consulted when the policy is formulated or revised?	
12. What resources does the school invest in improving behaviour and attendance?	
13. How is the policy monitored and reviewed? How do you know that it is fair?	

## Handout 4

### Consider whether your policy is:

#### Appropriate

Does the content of the policy address the stated aims?

Is the ethos of the school reflected in the policy?

Does the policy meet the changing needs of the school population?

#### Efficient

Does the policy provide direct routes to address issues simply?

Does the policy make the best use of resources available?

Does the policy focus on essential issues of school life?

#### Effective

Does the policy address the day-to-day handling of behaviour and attendance issues?

Is the policy accessible for NQT or supply teachers?

Does it support the professional development of staff in relation to behaviour and attendance management?

#### Fair

Does the policy promote equal value across all aspects of school life?

Does the policy meet the needs of all staff, adults and pupils?

## Handout 5

### Points for action in schools

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



## Session 1 Aims of the session

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For school senior leadership teams to:

- Be introduced to the DfES advice on whole school behaviour and attendance policy
- Discuss the values, principles and beliefs that inform an inclusive whole school policy
- Review the current policy for behaviour and attendance
- Examine strategies for gaining whole school and community ownership of policies



**Slide 2**

## A positive approach:

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- Encourages positive behaviour rather than punishes bad behaviour
- Includes policies that distinguish between appropriate and inappropriate behaviour
- Promotes consistency to which all staff should feel committed



## The policy should:



- Build on clear values, principles and beliefs
- Promote high standards of behaviour, attendance and achievement
- Be understood and owned by the whole school community
- Include all school staff, pupils and parents/carers in its development and evaluation
- Inform and be informed by practice both inside and outside of the classroom
- Include advice on monitoring and evaluation
- Be concise and avoid any unnecessary bureaucracy





**Slide 4**

The policy should refer to:

.....

- Principles – the whole school community
  - Principles – school's aims and the curriculum
  - Promoting teaching and learning
  - Roles and responsibilities
  - Standards
  - Rewards
  - Sanctions
  - Pupil support
  - Staff support
  - Support for parents
  - Consultation
  - Resources
  - Monitoring and review
- .....

**Key Stage 3** *National Strategy*



## An effective behaviour and attendance policy:

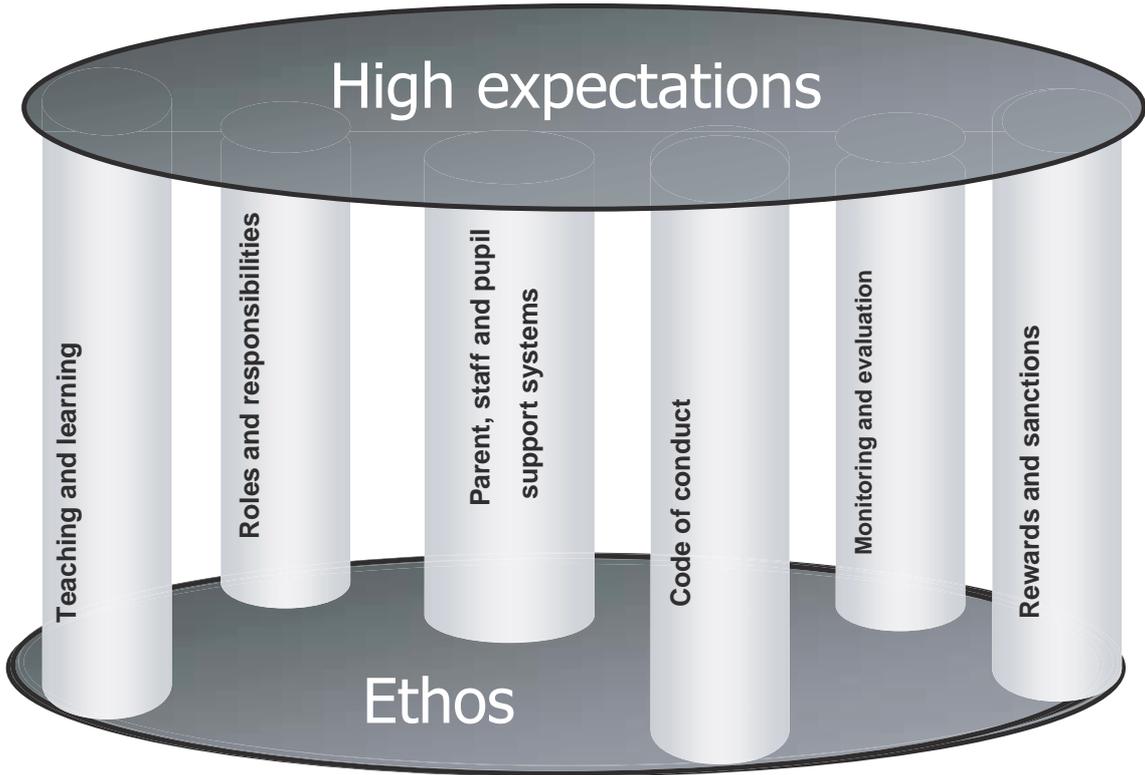


- Shows how the school values and includes all members of its community
- Is essential for a creative environment in which all members of the school community can thrive, feel respected, safe and secure
- Improves pupils', parents'/carers' and staff confidence in the school



**Slide 6a**







**Slide 7**

The policy will explain:



- How pupils learn positive behaviour and regular attendance
- How adults teach positive behaviour and attendance
- How parents/carers can contribute



**Key Stage 3** *National Strategy*



When reviewing your school policy, consider whether it is:



- Appropriate
- Efficient
- Effective
- Fair





Slide 9

## Summary

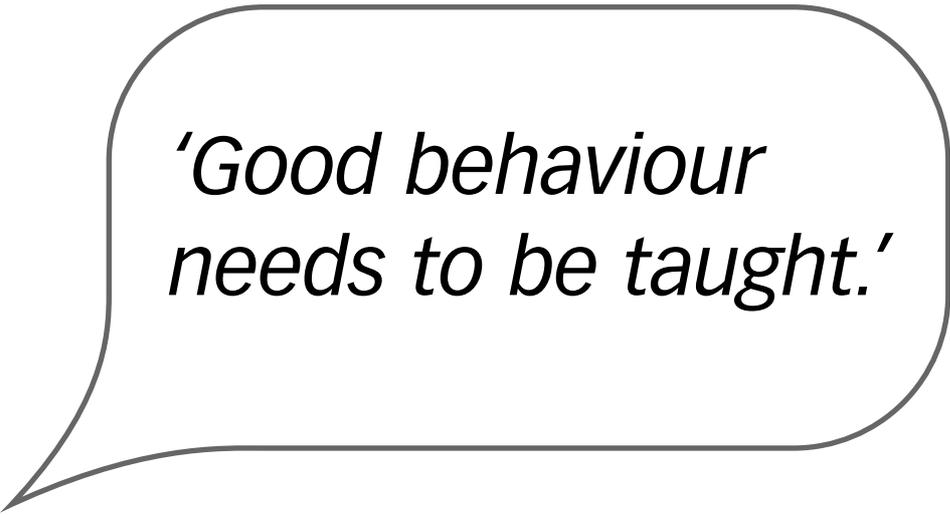
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The most effective policy:

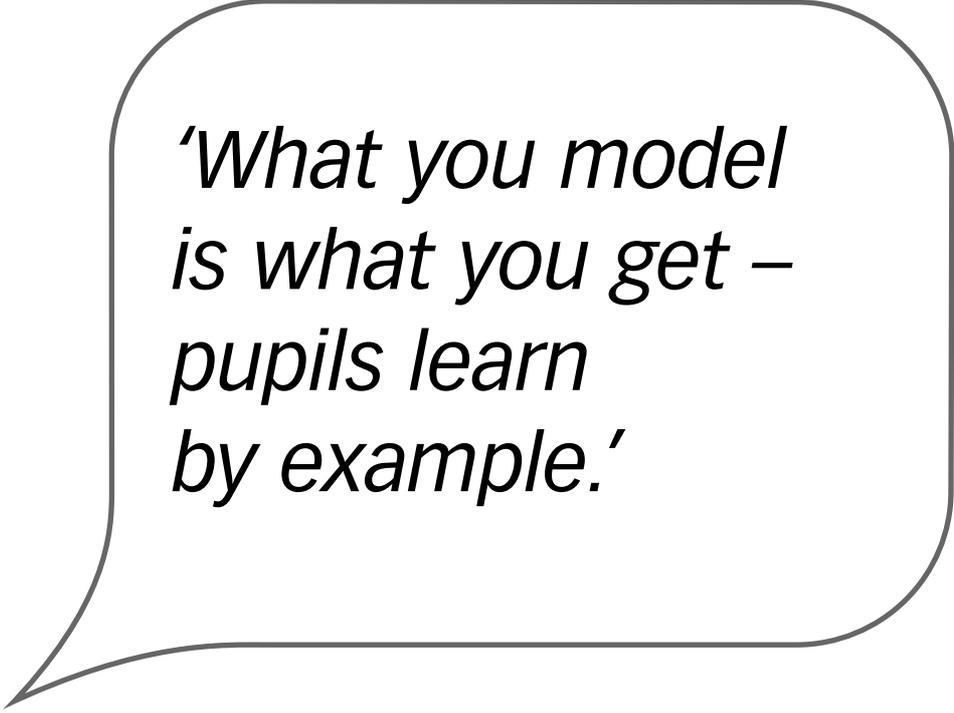
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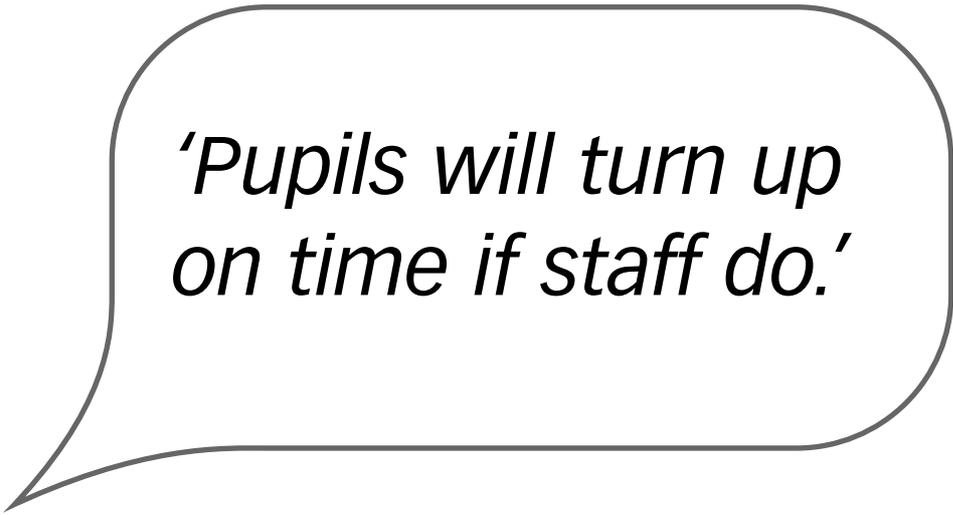
**Key Stage 3** *National Strategy*



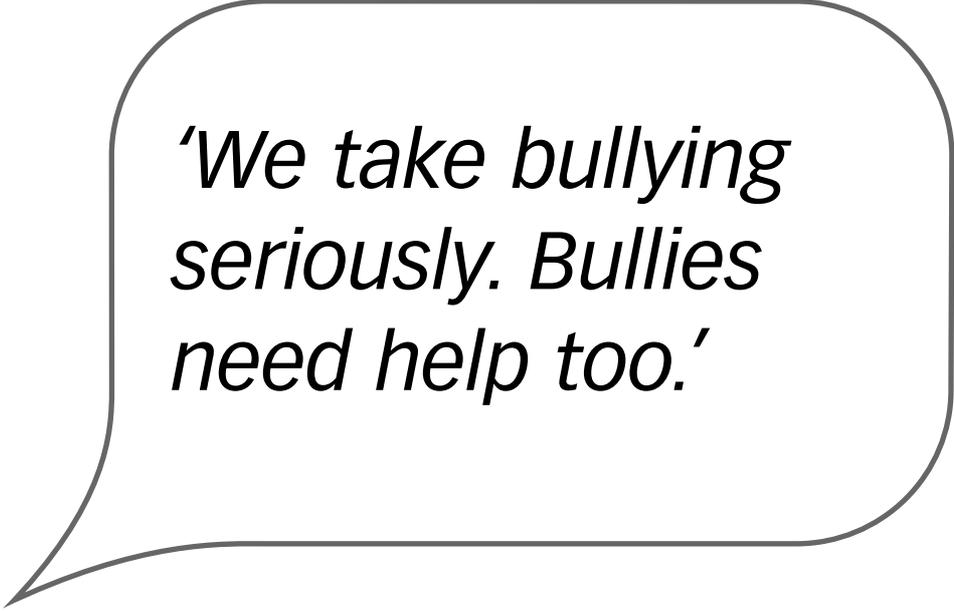
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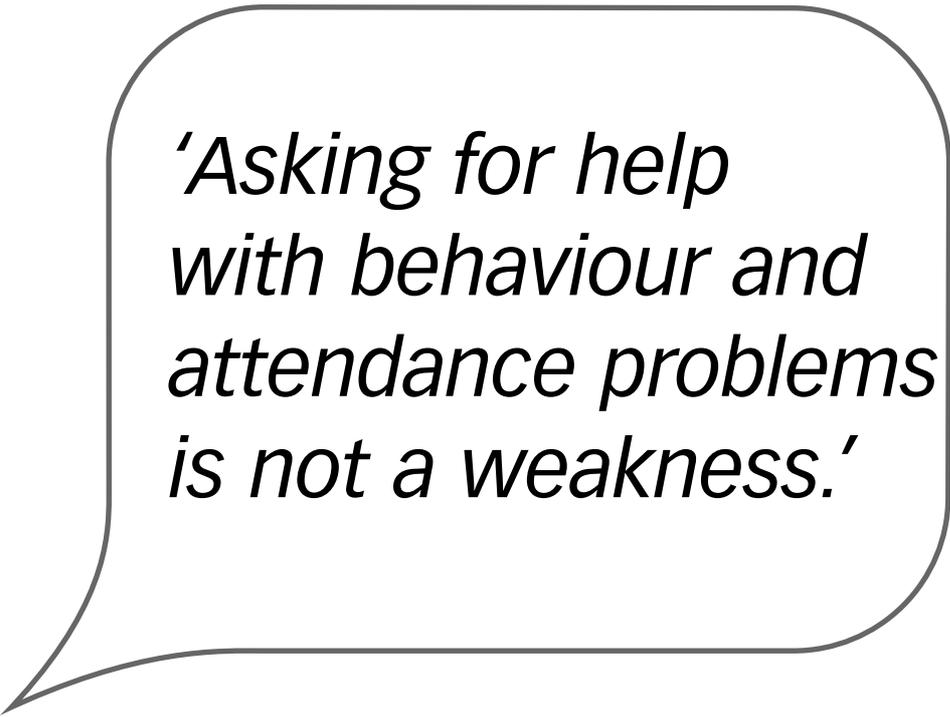
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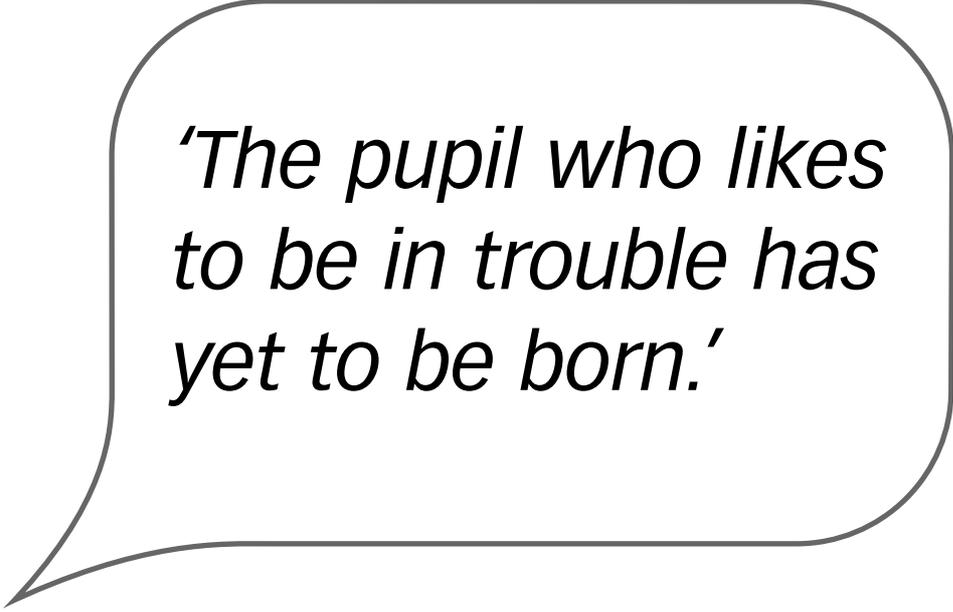
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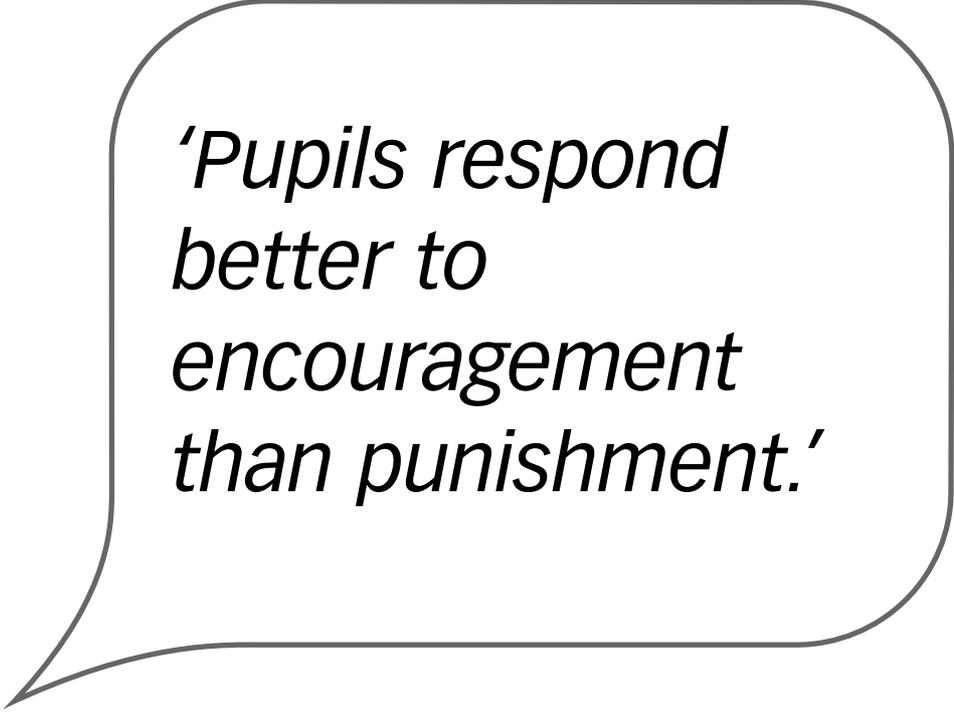
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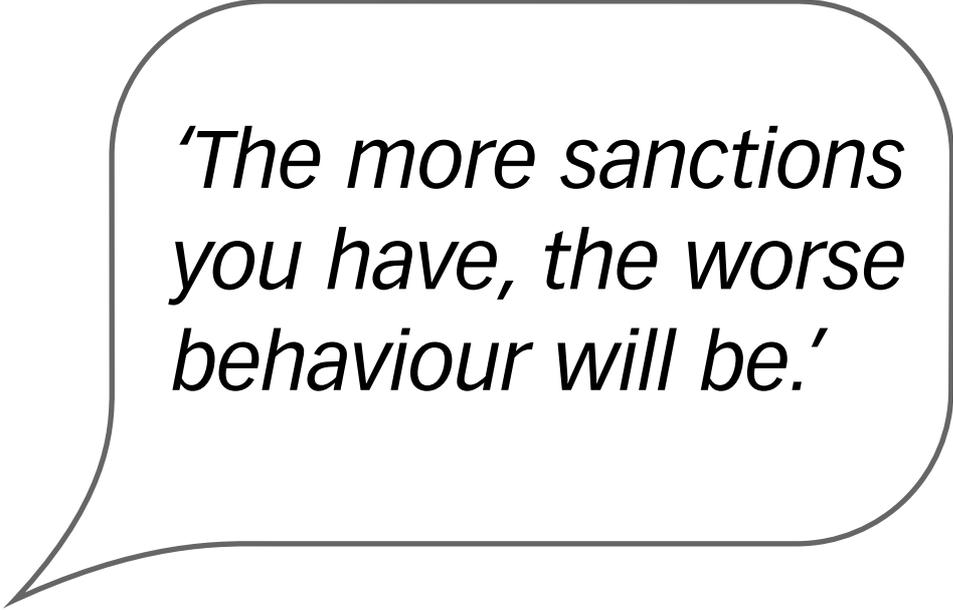
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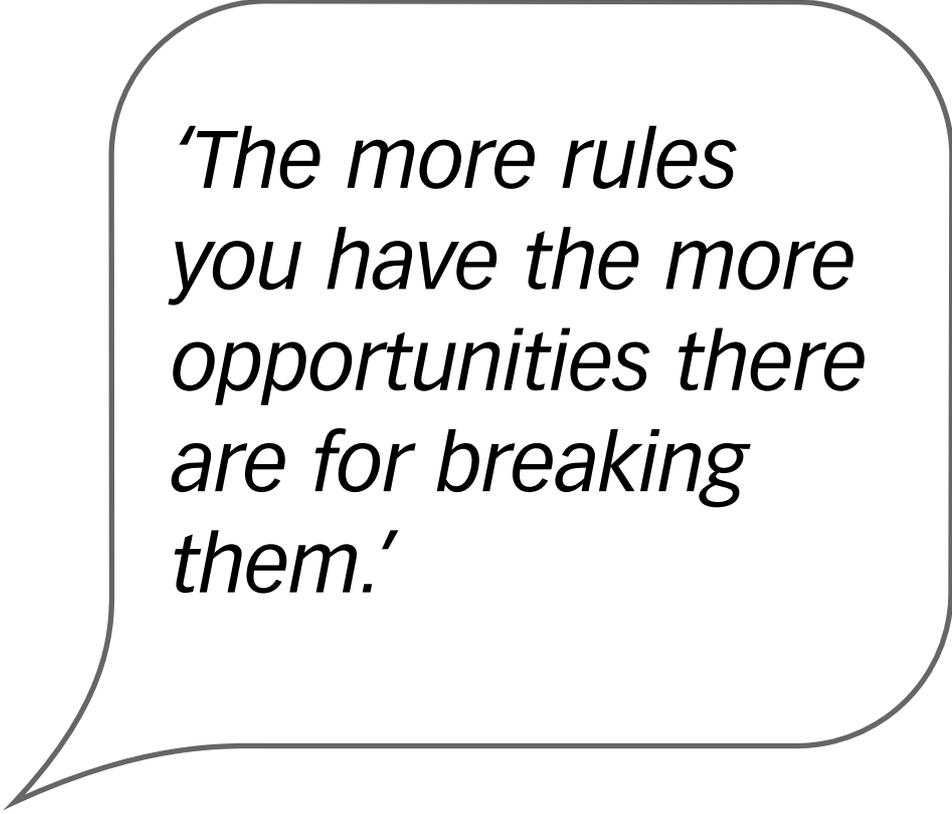
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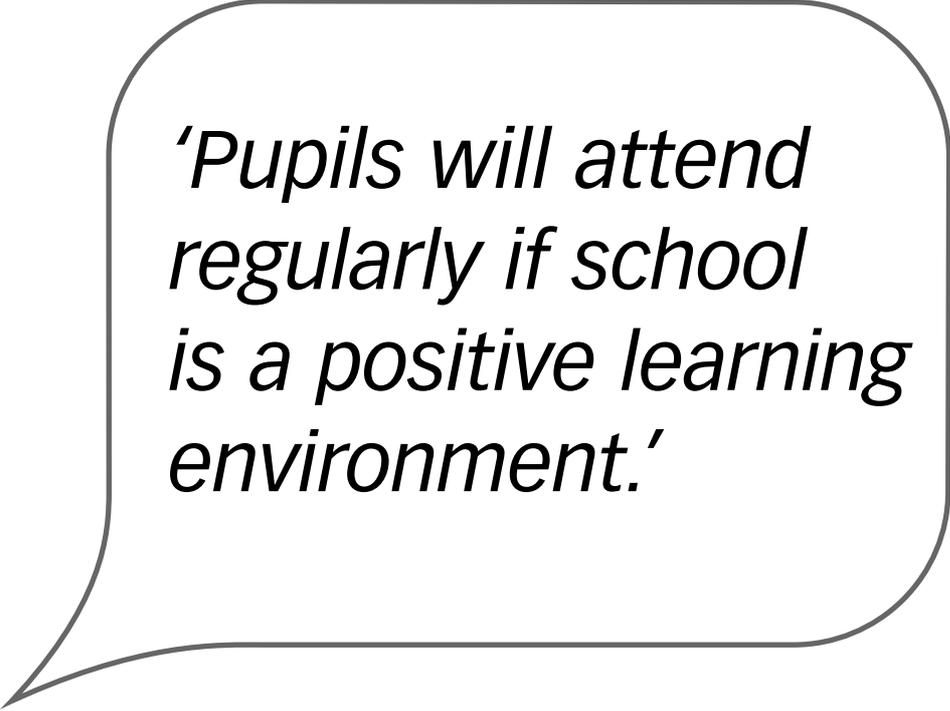
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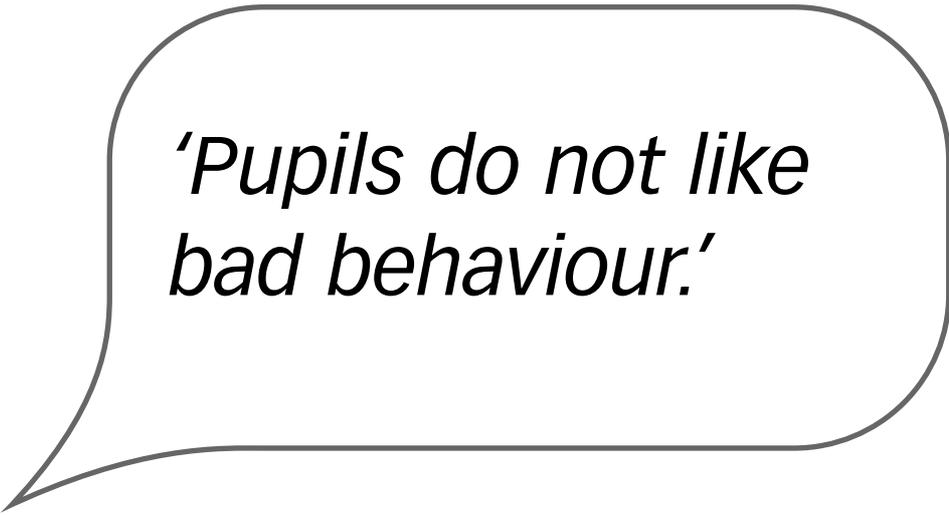
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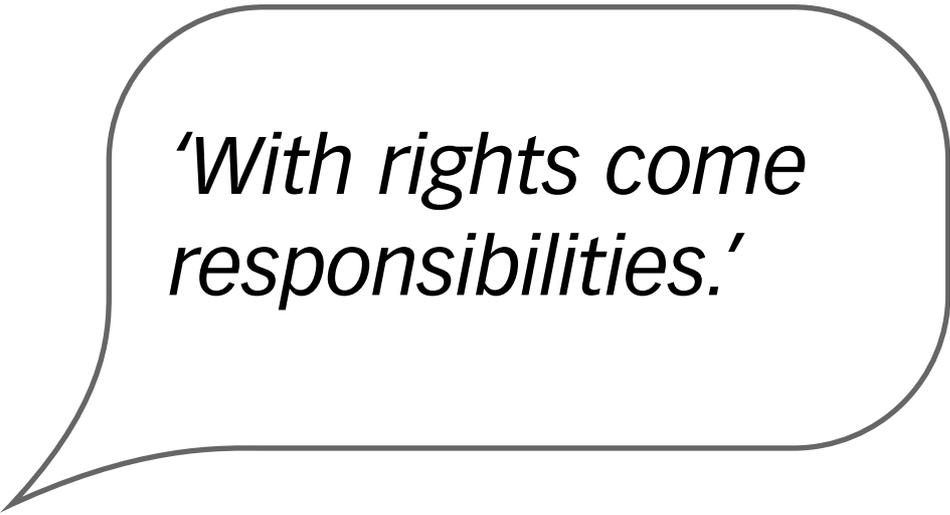
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*'Pupils will attend regularly if school is a positive learning environment.'*



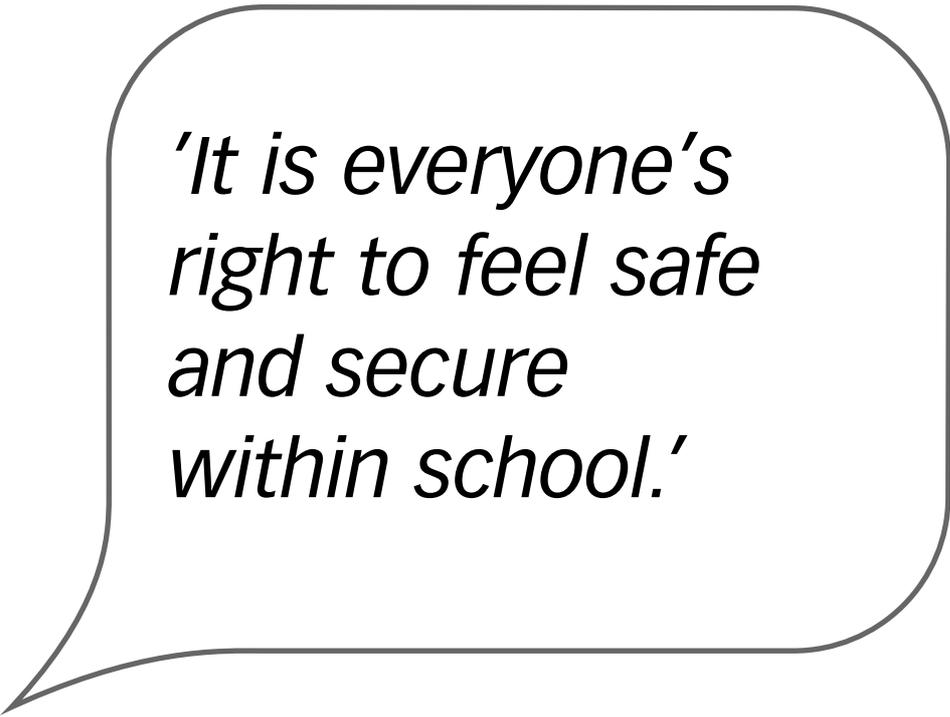
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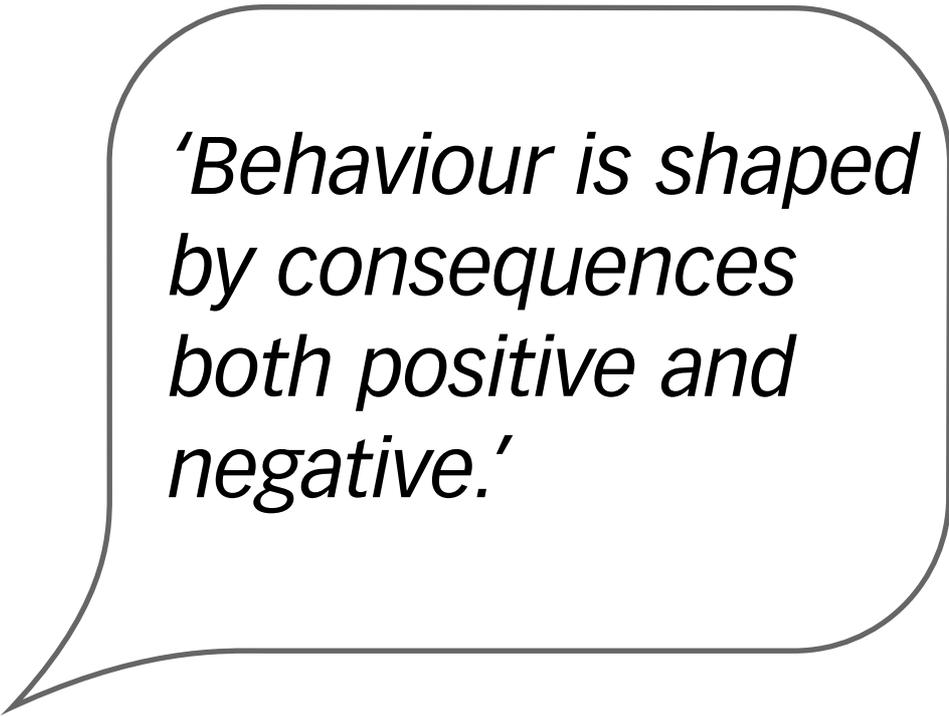
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*'It is everyone's  
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and secure  
within school.'*



*'Behaviour is shaped  
by consequences  
both positive and  
negative.'*

# Implementing a behaviour and attendance policy

## Aims

For school senior leadership teams to receive support in:

- implementing a policy, which promotes a consistent approach to behaviour and attendance
- exploring how to implement change following a policy review
- identifying school systems that support implementation
- encouraging the communication of success

## Resources

- Slides 1–7
- Handouts 1–6
- Flipchart and pens
- Sticky notes

## Outline of the session

Introduction	Whole group	5 minutes
Developing consistent approaches to policy implementation	Whole and small group activity	20 minutes
Moving forward: finding solutions	Whole and small group activity	15 minutes
Supporting change through school organisation	Whole and small group activity	20 minutes
Communicating success	Whole and small group activity	10 minutes
Summary and points for action	Whole group	5 minutes

## Introduction

5 minutes

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

Slide **1**

### Aims of the session

For school senior leadership teams to receive support in:

- Implementing a policy which promotes a consistent approach to behaviour and attendance
- Considering how to implement change following a policy review
- Identifying school systems that support implementation
- Encouraging the communication of success

Show **slide 2** to develop the aims and link with the previous session on reviewing policy. Emphasise the key characteristics on the slide.

Slide **2**

### OFSTED report on behaviour and attendance

The key characteristic is "the consistency with which staff, having agreed a policy, apply it"

## Developing consistent approaches to policy implementation

20 minutes

Remind participants that an effective policy is reflected in practice and can be observed. Observations should be carried out as part of a planned school improvement programme and should provide evidence of consistency across the school.

When the school identifies an area for development within its behaviour and attendance policy, it is crucial to involve all staff in adopting improved strategies to develop good practice.

Show **slide 3** which is about including all staff.

Slide **3**

### All staff should:

- Own the development of the policy
- Know their role in defining the policy principles
- Inform policy development and implementation through sharing their own good practice

Distribute Handout 1 which is an extract from the Ofsted report, *Improving Behaviour and Attendance in Secondary Schools* and then show **slide 4** to highlight a point in the paragraph.

Slide **4**

### According to OFSTED:

"Pupils had learnt how to circumvent rules and to exploit differences in teachers' approaches"

## Consistency in teaching style

### Task 1

Ask participants to consider the different teaching styles they have observed staff using in their school. Give out Handout 2a and invite them to describe how pupils might respond to each of these teaching styles. Suggest that they select a couple of examples from each section.

Use Handout 2b if necessary to prompt or extend the discussion. Invite participants to consider possible explanations for these responses.

When taking feedback, refer back to Session 1 – *Reviewing a behaviour and attendance policy*. In that session they examined the values, principles and beliefs that underpin school policy and practice. Discuss how these values, principles and beliefs should influence teachers' behaviour and in turn pupils' response.

### Task 2

To implement a policy effectively requires some degree of consistency in approaches to teaching. Participants will need to consider how this consistency can be achieved. To do this, it is essential to understand why pupils respond to teacher behaviour in the way they do. Invite participants to spend five minutes considering how they will achieve this understanding across the school.

Take feedback and list suggestions on the flipchart. This list might include:

- staff training programme;
- reviewing, agreeing and clearly communicating procedures;
- peer support and coaching;
- senior staff support, e.g. modelling effective teaching.

## Roles and responsibilities in influencing change

### Task 3

Invite each participant to take one of the role cards from Handout 3.

Explain that they are going to take on the role of that person and to consider his/her response to a particular situation.

There are many possible scenarios related to implementing behaviour policies. One has been selected here because it is a common problem in schools. Schools may wish to select a scenario that is more relevant to their specific situation.

#### Scenario

***'There are too many pupils being sent out of lessons and referred to SLT. This not only takes up a lot of SLT time, it also results in pupils missing out on teaching and learning opportunities'.***

Ask participants to work independently at first to consider the answers to the questions posed on **slide 5** and then to work in twos to share ideas.

After **five minutes**, briefly take feedback on each role in relation to each of the questions. Ask participants to reflect on the different attitudes of each group. What does this tell us about how to implement change? Are all these people involved in the policy review in your school?

## Slide 5

"There are too many pupils being sent out of lessons and referred to SLT."

- How does this situation affect me?
- What is the biggest problem that this situation causes me?
- What support do I need to change this situation?

## Moving forward: finding solutions

15 minutes

Remind participants that regular reviewing is a familiar process in schools. The route to finding solutions within that cycle needs to involve all key players while still focusing on intended outcomes.

### Task 4

Indicate to participants that you are returning to the scenario used in Task 3.

***'There are too many pupils being sent out of lessons and referred to SLT.'***

In order to implement change it is important to introduce some solutions and to explore the impact of these solutions on each key player.

Working in role, invite participants to identify solutions to this issue. Encourage them to write each solution on a sticky note so that they can be retrieved and collated.

Give participants **five minutes** to complete this exercise and then invite them (in role), to share their solutions with the whole group. As they read out the sticky notes, arrange them on the wall, categorising the solutions and organising them where possible into common, known solutions, novel ideas, etc. Invite other participants to add different responses to the wall until everyone has done so.

Use the flipchart headings from Task 2 to identify possible ways to share these solutions with all staff. These could include:

- staff training programme;
- reviewing, agreeing and clearly communicating procedures;
- peer support, coaching;
- senior staff support, modelling effective teaching.

Emphasise the impact of focusing on solutions in achieving positive change.

Explain that solution focused approaches will be covered in more detail in future training.

## Supporting change through school organisation

20 minutes

### Supporting roles

Participants will be aware that when policy implementation requires change within a school, support will be required from a variety of sources. In some schools the roles staff have in affecting change are clearly identified, well-organised and seen to impact on whole school practice. It is important to acknowledge that although schools often identify key staff to implement change directly, **all** staff have a role in supporting change.

**Task 5**

Give out Handout 4, which identifies some of the key staff who may have a role in supporting policy implementation. Invite participants to expand this list of roles/actions in relation to their own school.

Take brief feedback.

Use **slide 6** to indicate the school systems that may be used to facilitate this support.

Changing those systems, which are less effective in supporting policy implementation, may take some time. Invite groups to consider an example of a system in their school, which is effective in supporting staff roles.

Suggest that groups move on to consider how the same issues affect their senior leadership team structure. Invite groups to make a rough estimate of the proportion of senior leadership team time spent on dealing with referred behaviour problems.

Open a discussion about how this time could be redirected to more proactive intervention and support for policy implementation. For example, who in the senior leadership team has responsibility for staff training in behaviour and attendance and how is time for that activity secured? Invite groups to make a short list of the roles and responsibilities for the senior leadership team in supporting staff in implementing the policy.

**Slide 6****School systems to facilitate support:**

- Pastoral organisation
- Subject department groupings (e.g. humanities)
- Timetabling
- Parent/carer consultation arrangements
- Organisation of premises
- Lunchtime and break organisation

**Communicating success****10 minutes**

It helps to implement a policy if its success and effectiveness are celebrated and shared. Effective strategies to communicate success will help to sustain and embed good practice across the whole school. For example, successes identified by the audit may provide evidence of how good practice has been well communicated.

**Task 6**

Invite participants to work in pairs to share the ways in which they communicate success and provide positive feedback in their schools. Take them through the example in Handout 5 to provide an initial example.

Explain to all participants that each time the effective working of the policy is communicated in a positive manner it reinforces the policy, drawing attention to it and helping to maintain consistency.

Consider how the wider community can be included in positive communication in order that the policy can be implemented effectively.

**NB.** Many schools are sensitive about mentioning behaviour and attendance issues outside the confines of the school community.

## Summary and points for action

5 minutes

Show **slide 7** to summarise the session.

Slide **7**

### Summary

Successful implementation of the behaviour and attendance policy is through:

- Ownership of the change and consistent approaches by all staff
- Shared identification of solutions that are relevant and workable
- School systems that support implementation
- Celebrating and sharing success regularly and widely

### Points for action in school

Encourage participants to complete the Points for action table in Handout 6, identifying how they will use this session to provide training in school, whom they will involve, and when.

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

## Handout 1

### **Paragraph 32 from the Ofsted report: Improving Behaviour and Attendance in Secondary Schools (Ofsted 2001)**

#### **Implementing policy and monitoring practice**

32. The feature that marked those schools with sustained improvement in attendance, behaviour and attainment was the consistency with which staff, having agreed a policy, applied it. Pupils benefit if they know that the consequences of misbehaviour are the same whenever or wherever it takes place, that attendance and punctuality are expected by all teachers, and that concentration, effort and high standards of presentation are required in all classes. In too many schools, however, pupils had learnt how to circumvent rules and to exploit differences in teachers' approaches and had formed the habit of presenting untidy or unfinished work without much or any concern for any consequences.

## Handout 2a

Teaching style	Pupil response	Explanation for response
<ul style="list-style-type: none"> <li>• Passive</li> <li>• Inconsistent</li> <li>• Reactive to behaviour</li> <li>• Inconsistent in implementing school policy, e.g. attendance</li> <li>• Poor time management and organisation</li> <li>• Lack of routines</li> <li>• Boundaries inconsistent</li> <li>• Follows pupil lead, e.g. <i>'We always do it this way, Miss'</i>.</li> </ul>		
<ul style="list-style-type: none"> <li>• Sets clear boundaries</li> <li>• States expectations, both academic and behavioural</li> <li>• Fair and consistent</li> <li>• Listens to pupils</li> <li>• Values pupils' opinions</li> <li>• Good model of behaviour, e.g. polite</li> <li>• Humour – but 'with' pupils, not 'at' them</li> <li>• Praises both achievement and effort</li> </ul>		
<ul style="list-style-type: none"> <li>• Aggressive response to pupils</li> <li>• Inflexible</li> <li>• Poor listening</li> <li>• Inconsistent and unfair</li> <li>• Expects misbehaviour</li> <li>• Labels pupils</li> <li>• Confrontational</li> <li>• Sarcastic with pupils</li> </ul>		

## Handout 2b page 2 of 2

Teaching style	Pupil response
<ul style="list-style-type: none"> <li>• Passive</li> <li>• Inconsistent</li> <li>• Reactive to behaviour</li> <li>• Inconsistent in implementing school policy, e.g. attendance</li> <li>• Poor time management and organisation</li> <li>• Lack of routines</li> <li>• Boundaries inconsistent</li> <li>• Follows pupil lead, e.g. <i>'We always do it this way, Miss'</i>.</li> </ul>	<ul style="list-style-type: none"> <li>• Frustration</li> <li>• Tries to manipulate adults and peers</li> <li>• Escalates situations</li> <li>• Pushes boundaries</li> <li>• Has no respect for the teacher</li> <li>• Anger</li> <li>• Answers back</li> <li>• Argues</li> <li>• Doesn't complete classroom tasks or homework</li> <li>• Late to lessons or internal truancy</li> <li>• Poor concentration</li> </ul>
<ul style="list-style-type: none"> <li>• Sets clear boundaries</li> <li>• States expectations, both academic and behavioural</li> <li>• Fair and consistent</li> <li>• Listens to pupils</li> <li>• Values pupils' opinions</li> <li>• Good model of behaviour, e.g. polite</li> <li>• Humour – but 'with' pupils, not 'at' them</li> <li>• Praises both achievement and effort</li> </ul>	<ul style="list-style-type: none"> <li>• Accepts boundaries</li> <li>• Feels valued</li> <li>• Trusts adults and peers</li> <li>• Expresses opinions</li> <li>• Feels safe and secure</li> <li>• Understands that making mistakes is part of learning</li> <li>• Meets staff expectations in learning, behaviour and attendance</li> <li>• Expresses feelings appropriately</li> <li>• Takes risks in learning</li> <li>• Punctual and attends well</li> <li>• Contributes in class discussion</li> <li>• Listens to others</li> </ul>
<ul style="list-style-type: none"> <li>• Aggressive response to pupils</li> <li>• Inflexible</li> <li>• Poor listening</li> <li>• Inconsistent and unfair</li> <li>• Expects misbehaviour</li> <li>• Labels pupils</li> <li>• Confrontational</li> <li>• Sarcastic with pupils</li> </ul>	<ul style="list-style-type: none"> <li>• Worried about making mistakes</li> <li>• Poor attendance</li> <li>• Anxious</li> <li>• Low self-esteem</li> <li>• Feels victimised because staff treat them differently</li> <li>• Feels hurt</li> <li>• Low risk taking in learning</li> <li>• Doesn't contribute in class discussion</li> <li>• Confrontational</li> </ul>

## Handout 3

SLT	Head of year/Head of Department
Subject Teacher/form tutor	Teaching assistant
Parent/carer	Pupil

## Handout 4

Role	Examples of how to support change
Behaviour and attendance leader	<ul style="list-style-type: none"> <li>● Model good practice across school.</li> <li>● Adopt coaching role with identified staff.</li> <li>● Observe and provide feedback to inform developing practice.</li> </ul>
Heads of department	<ul style="list-style-type: none"> <li>● Develop staff expertise in addressing subject-related behaviour issues.</li> <li>● Apply departmental solutions to behaviour and attendance issues.</li> <li>● Lead the department to ensure that the teaching of behaviour and attendance is integrated within lessons and demonstrates progression across the phases.</li> <li>● Ensure curriculum content, design and delivery engages pupils.</li> </ul>
Teaching assistant	<ul style="list-style-type: none"> <li>● Work in partnership with others to consistent standards and procedures.</li> <li>● Help to facilitate inclusion by supporting the learning of individual pupils.</li> </ul>
LSU managers	<ul style="list-style-type: none"> <li>● Develop individual and small group programmes to be used by staff in classrooms.</li> <li>● Provide model practice which can be viewed in the unit and as an 'outreach' model.</li> </ul>
LEA visitor	<ul style="list-style-type: none"> <li>● Share good practice on policy implementation seen in other schools.</li> <li>● Act as a 'critical friend' to provide feedback on consistency of policy implementation.</li> </ul>
Form tutors	<ul style="list-style-type: none"> <li>● Communicate the policy to pupils.</li> <li>● Teach and model positive behaviour.</li> <li>● Support and encourage regular attendance by responding to individual circumstances.</li> </ul>

## Handout 5

Improvement	Audience	Method of communication
Improved attendance	<ul style="list-style-type: none"> <li>• Tutors</li> <li>• Pupils</li> <li>• Parents</li> <li>• Governors</li> </ul>	<ul style="list-style-type: none"> <li>• Comment to form teachers for groups where there has been a particular improvement</li> <li>• Highlighted on year group notice board</li> <li>• Mentioned in year group tutor meetings</li> <li>• Congratulatory letters home to individual parents</li> <li>• Statistics included in governors' report</li> <li>• Positive feedback to tutors from senior management</li> </ul>

## Handout 6

### Points for action in schools

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



## Session 2 Aims of the session

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For school senior leadership teams to receive support in:

- Implementing a policy which promotes a consistent approach to behaviour and attendance
- Considering how to implement change following a policy review
- Identifying school systems that support implementation
- Encouraging the communication of success



# OFSTED report on behaviour and attendance



The key characteristic is "the consistency with which staff, having agreed a policy, apply it"





## All staff should:



- Own the development of the policy
- Know their role in defining the policy principles
- Inform policy development and implementation through sharing their own good practice





**Slide 4**

According to OFSTED:

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“Pupils had learnt how to circumvent rules and to exploit differences in teachers’ approaches”



“There are too many pupils being sent out of lessons and referred to SLT.”



- How does this situation affect me?
- What is the biggest problem that this situation causes me?
- What support do I need to change this situation?





**Slide 6**

## School systems to facilitate support:

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- Pastoral organisation
- Subject department groupings (e.g. humanities)
- Timetabling
- Parent/carer consultation arrangements
- Organisation of premises
- Lunchtime and break organisation



## Summary

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Successful implementation of the behaviour and attendance policy is through:

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