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6 Classroom behaviour unit: 6.1S	
Title	Incorporating and teaching high expectations of classroom behaviour in all lessons
Level	Getting started
Audience	Staff
Purpose	<p>To support a proactive school approach to teaching behaviour for learning by:</p> <ul style="list-style-type: none"> ● raising the profile and making explicit the link between positive behaviour and learning ● addressing behaviour for learning in lesson plans ● strengthening consistency in approach
Possible use	<p>This unit can be used to promote dialogue about behaviour for learning, lesson planning and consistency during:</p> <ul style="list-style-type: none"> ● departmental meetings ● year team meetings ● CPD activities ● NQT, OTT, higher level teaching assistants and cover supervisors and GTP inductions ● coaching or mentoring sessions with experienced and less experienced staff <p>The lesson planning guidance may also be used by individuals for self-study or by staff to support:</p> <ul style="list-style-type: none"> ● collaborative planning ● team teaching ● peer observation
Impact can be measured by	<ul style="list-style-type: none"> ● reduced incidents of poor classroom behaviour ● increased use of positive language techniques in class.
Links to other action plan toolkit sections	<p>Everyday policies</p> <p>Curriculum</p> <p>Attendance</p>
Links to other material in this section	<p>Pupils: Getting started</p> <p>6.1P Enabling pupils to understand how they are expected to behave in lessons</p> <p>Parents/carers: Getting started</p> <p>6.1PC Guidance for parents/carers on how pupils are expected to behave in lessons</p>
Reference to other resources	<p><i>Improving attendance and behaviour</i> (Ofsted 2001)</p> <p>Teaching assistant training materials – video</p> <p><i>Introductory training for teaching assistants in secondary schools</i> (DfES 0554/2001)</p> <p>Faupel, X, Herrick, Y and Sharp, Z <i>Anger management: A practical guide</i> (publisher, year)</p> <p>Galvin, Peter, Miller, Andy and Nash, Jayne <i>Practical, Positive and Discipline in Schools</i> (London: David Fulton 1999)</p> <p>Rogers, Bill <i>You know the fair rule</i> (Pitman 1991)</p> <p>Reynolds, David, and Muijis, Daniel (2001) <i>Effective Teaching</i>. Paul Chapman Publishing</p> <p><i>Introductory training for school support staff</i> (DfES 0594/2003)</p> <p>McConnon, Shane <i>Your choice – A personal skills course for young people</i> (People First 2002)</p> <p>www.dfes.gov.uk/ibis/</p> <p>DfES Improving Behaviour in Schools site – with case studies, links and examples of behaviour improvement strategies</p> <p>www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement/</p>

6 Classroom behaviour unit: 6.1S**Reference to other resources**
(continued)

Examples of managing behaviour in the classroom, including helping pupils develop higher-order thinking skills

www.chalkface.com

Range of teacher resources to support improving behaviour and attendance

www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement

Incorporating and teaching high expectations of classroom behaviour in all lessons

Introduction

In working through this unit staff might find it useful to have read the following Key Stage 3 training materials, *Behaviour and Attendance Core day 1* (session 4 Effective classroom teaching, classroom organisation, lesson structure, and pupil engagement) and *Behaviour and Attendance Core day 2* (session 2 Developing staff skills, and session 3 Creating a positive whole-school climate).

In successful lessons pupils are:

- clear about what is to be learned, how it fits in with what they know already and the structure of the lesson;
- actively engaged in their learning;
- able to work independently when required to do so;
- able to understand expectations, including those regarding behaviour and attendance;
- able to use assessment to help them to improve;
- confident that they can succeed because the right conditions for learning prevail.

High expectations are more likely to be achieved if teachers set and promote objectives for behaviour and attendance, as they do for academic work. To achieve high expectations, it is important that pupils understand and are supported in the acquisition of behaviour skills that support learning.

Behaviour for learning requires a wide variety of skills, including the following.

Organisational skills	Social skills	Learning
Good timekeeping Bringing correct equipment to lessons Planning and organising a response to the task Keeping work, desk and classroom tidy Knowing where to find equipment Setting appropriate goals Keeping focused on a task Using notes and prompts Monitoring own progress	Helping others to learn Using peer support Supporting others in their learning Respecting the views and ideas of others Sharing equipment Listening actively, waiting turn to speak, and speaking politely Using appropriate tone of voice Knowing when to seek help Ignoring distractions Working collaboratively and sensibly	Sharing ideas Cooperating with reasonable instructions Learning in a group or with a partner Trying new ways of learning and taking risks Learning from mistakes Asking the right questions Asking for help, knowing how and where to get it

In the Key Stage 3 training materials, *Behaviour and Attendance Core day 1*, session 4 (handout 1) provides a summary of:

- the positive behaviour pupils require for effective learning;
- the teaching approaches staff can use to develop these skills in pupils;
- some of the ways pupils might learn these skills.

Some skills are more difficult to learn than others, and a number of pupils will need support to enable them to develop the necessary skills. In all cases, these skills will need to be taught systematically.

Having a common understanding of the behaviours needed for learning will enable teachers to explain their high expectations more clearly.

Staff can do several things to make the behaviours for learning that are necessary in different subject areas and different classrooms explicit. Unit 6.1P lists some of them.

You might find **Resource sheet 1** useful to prompt thinking about how expectations of pupil behaviour are transmitted in a variety of ways.

Lesson planning

A well-planned lesson sets high expectations for all pupils. Effective lesson plans include the following factors:

- clear objectives which are shared with the whole class;
- appropriate pace and momentum throughout the lesson to maintain pupil engagement;
- varied teaching styles which meet the needs of all pupils;
- effective collaboration with teaching assistants or other adults who may be working in the classroom;
- clear and agreed rules and routines which are regularly referenced during lessons.



Activity 1

Resource sheet 2a is an example of a checklist for planning lessons. This provides a format for setting out the learning objectives for lesson planning around which positive behaviour and attendance planning can be structured.

Highlight the points on the checklist that indicate a need for a particular focus on behaviour planning in relation to a class you currently teach.

What points might you want to add to give greater prominence to planning for positive behaviour?

What additional focus might be necessary when planning for a specific group of pupils?

This activity can be completed as a self-study exercise, with a colleague, or as part of a training session with recently qualified teachers, higher-level teaching assistants or cover supervisors.

Share your comments with colleagues and explore the thinking behind your selections.

Use **Resource sheet 2b** to focus on a lesson you are going to teach in the next few days. Consider each of the questions in turn and comment against each part of the lesson.

How do plans differ between subject areas?

Are there any particular pupils who might still be difficult to include in your plan?

Starting the lesson

High expectations for behaviour should be made clear at the start of the lesson.

It is vital that pupils feel engaged in learning right from the start of a lesson. This may be achieved by:

- setting a challenge on the whiteboard for pupils to try as they arrive and settle;
- using a starter activity to set the tone of the lesson;
- drawing out existing knowledge or skills.

In this way, pupil confidence is built, and a foundation is set for new learning. It is also useful to share activity timings with pupils so that they feel more secure and are able to pace themselves accordingly.

Clear instructions at the start will encourage independent learning and allow the teacher and teaching assistant to target support.

A two-step approach, in which pupils are told not only the purpose of the lesson but also what the teacher expects in terms of outcomes and behaviour, leads to improved learning, particularly for pupils who tend to make slower progress or whose behaviour can be challenging.



Activity 2

Review two lessons to be taught in the next week. One of these may be the same lesson you have already thought through in activity 1.

Review your lesson plan in the light of the following questions.

- Have you identified the subject objectives clearly?
- Have you identified the behaviour for learning objectives?

One way of sharing objectives is to say, 'we are learning to ...'. The phrase 'this is because ...' can be used to help pupils to put the learning into context, for example:

1. The D&T department has identified a need to make more effective use of group talk. Some pupils do not have the skills to use group talk appropriately and it has proved hard to manage purposefully. A behaviour for learning objective might be:
'We are learning to value the ideas of others and act upon them. This is because it will help us to get new ideas to improve our design specification.'
2. The science department has found a need to improve the way pupils use resources during practicals. There have been health and safety issues. A behaviour for learning objective might be:
'We are learning to plan and organise our practical work more effectively. This is because it will help us to do experiments safely and get accurate results.'

Behaviour for learning objectives could be worded like this:

1. To use group talk effectively, including the feedback of discussions.
2. To organise the equipment effectively for a practical experiment.

Having set behaviour for learning objectives, you want to ask the following questions.

- How will they be shared with the class?
- Are they precise enough to be clearly understood by the whole class?
- How might you check for understanding?

The phrase 'what I'm looking for is ...' is a useful way of expressing an outcome in terms pupils can understand, for example:

'What I'm looking for is ... pairs to take it in turns to listen to each other and to come up with at least three answers to the question "Where will I look for information about my product?" A third pupil will give feedback on whether the pair met the objective effectively.'

Communicating expectations

There is no doubt that as teachers and parents we have expectations of children's behaviour and, in my experience, we are usually quite poor at stating both to ourselves and to the children what they are. Behaviour is an area of school where we expect so much and yet teach so little.

Above all bear in mind the key question:

'How effectively am I communicating with the pupils in this class about their behaviour?'

Galvin, P, Miller, M and Nash, J *Behaviour and Discipline in Schools* (publisher, 1999)



Activity 3

When planning lessons it is important to consider how you are going to teach and promote behaviour for learning. All lessons need introductions where objectives and expectations are shared. In the same way, teachers and teaching assistants, working closely together, must consider how they will convey consistent expectations about behaviour during different parts of the lesson.

Resource sheet 3 supports the sharing of expectations about pupil behaviour.

Complete **Resource sheet 3** and discuss the outcomes with a colleague. How can the sheet help to inform improvements in your practice?

National Agreement for Raising Standards and Tackling Workload: Cover supervision

Most schools are taking action to allow teachers to focus on teaching children, according to local education authority reports ... also, covering for absent teachers is not an effective use of teachers' time, so from September this year [2004] there will be a contractual limit of 38 hours of absence cover per year ... To help schools fulfil this obligation, joint guidance has been issued by the Workforce Agreement Monitoring Group (WAMG). This aims to help schools reduce the burden on teachers by making use of cover supervision by trained support staff. To view the guidance visit: www.teachernet.gov.uk/remodelling.

Teacher's Magazine, March 2004

The following case study, available on teachernet (www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement), describes the practice of one school in responding to the workload agreement. The case study describes how the school went about reducing the administrative and bureaucratic workload for teachers, with specific emphasis on reducing the pressures of covering for absent colleagues.

Case study: Deansfield School

At Deanfield school (1000+ pupils) it was not uncommon for teachers to give up approximately 20% of planning time to provide this cover.

The school made it a priority to provide reliable and effective staff cover through the development of training for learning support assistants. This school-based initiative has significantly reduced time spent on cover by teachers and has created a career pathway for learning support assistants.

The school set about designing and implementing a training programme for learning support assistants. The main aim was to enable them to undertake cover responsibilities, but it also enabled them to contribute directly to curriculum design and implementation.

Outcomes of the Deanfield School project

This development has several benefits, including:

- reducing time spent on cover for all teachers;
- significantly reducing the money spent on supply cover and therefore enabling this resource to be reallocated;
- providing a career pathway for learning support assistants and a stepping-stone to the graduate teacher programme. One full-time teacher has been appointed via this route and one is about to qualify.

In the first four months of the programme, the team of learning support assistants covered 678 lessons and 53 tutorial periods, out of a total of 900 covers. Members of the teaching staff would have otherwise undertaken all of these covers, and the impact that this additional time has had for supporting teaching and learning across the school has been quite profound. Staff morale has also been improved by the reduction of cover requirements.

Lessons learned

These developments have been based on close negotiation with staff. Staff have felt the benefits of the new system for cover immediately and the profile and status of support staff have been raised across the school.

The learning programme included:

Classroom management strategies

Before the start of the project trainees took part in two whole days' continuing professional development activities on classroom management and behaviour management, led by the deputy head responsible for CPD.

Curriculum development, especially the Key Stage 3 Strategy

All learning support assistants were paid to attend continuing professional development activities on the Key Stage 3 Strategy elements of literacy and numeracy. The Certificate of Literacy and Numeracy for Support Assistants was provided by an external body. The course involved classroom-based small-group work to develop teaching strategies.

Managing administrative systems such as electronic registration

The trainees already had a working knowledge of the system of electronic registration used within the school. However, discrete sessions were built into training sessions and run by members of the IT staff to give further expertise in the more advanced applications, such as pupils' monitoring and referencing other fields of data.

Use of assessment data and information about pupils

All learning support assistants were also paid to attend continuing professional development activities on assessment for learning, in which a visiting consultant delivered a training package to improve teachers' use of assessment data and monitoring pupil progress.

Involvement in this training has resulted in a profound change of attitude among the learning support assistant group. The members of the team are now operating as effective cover teachers and have confidence to manage whole classes of pupils across the entire age and ability range. The learning support assistants believe that they are now able to contribute to pupils' learning during cover sessions rather than just supervise them.

Seven learning support assistants are now contributing to the teaching and learning of the school by taking cover lessons, standing in for absent tutors during registrations and managing pupils around the corridors and playgrounds during unstructured time. As support staff working as supply teachers, they expect and receive the same kind of respect as the teaching staff.

The learning support assistant group also developed their own form for the teaching staff to use, which would provide them with information to help them fulfil their role.

Source: www.teachernet.gov.uk/casestudies/



Activity 4

The table on **Resource sheet 4** makes the links between expected behaviour and learning outcomes. Consider how the teaching strategies you use can support outcomes during each part of the lesson. Highlight the strategies that will have a direct impact on behaviour for learning.

Resource sheet 4 could also be used to inform planning for classroom observations and feedback sessions, or as a focus for exploring strategies that could be tried with a particularly difficult group.

Classroom organisation and environment

Classroom organisation and the physical environment can have an enormous impact on the attitudes and behaviours of pupils. Significant improvements in learning can result from simple alterations such as a new desk arrangement, displays that value pupils' work, and thought-provoking questions on the wall. As far as possible, the organisation of the room should be appropriate to the teaching and learning strategies to be employed.

Starting and ending the lesson

Minimise disruption at the start of the lesson (when pupils may be arriving from the playground, or lunch) by using set procedures, for example:

- writing instructions on the board so that pupils can start tasks straight away;
- training pupils to take the register and read instructions;
- allocating set activities and specific responsibilities.

To avoid problems at the end of the lesson, ensure that you plan and pace it to leave enough time for final activities. Give homework out early to avoid instructions being lost in the rush as pupils collect their belongings.

Other useful strategies include cueing (so pupils know how much time is left) and setting up rules for leaving the classroom (for example, letting pupils go out one by one after answering a final question).

Flow and momentum

For your lesson to run smoothly you need to establish and reinforce clear rules and procedures from the start. Stick to a small number of clearly understood and consistently enforced rules rather than a large number of regulations which will be more difficult to enforce. Make sure that pupils understand why the rules exist, and involve them as much as possible in setting rules up.

Maintain the momentum of the lesson. Pupils will become bored and restless if you keep on explaining instructions after they have grasped what they need to do, or if you break down activities into too many different steps. Avoid stopping an activity before it's completed, or switching between activities without finishing them. This can cause confusion and may trigger misbehaviour. You can easily prevent this through good lesson planning.

Seating arrangements

Seating will depend on the type of lesson you have planned. Placing groups around tables for ease of interaction is suitable for cooperative small-group work, but not for individual work. For whole-class discussion, pupils are best seated around a big table, or in a circle or semicircle, rather than in rows.

(The above points are taken from an article on classroom management available on: www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement.)



Activity 5

Use **Resource sheet 5** to consider your own classroom environment.

- What are the factors that promote learning?
- What are the factors that could inhibit learning?

Use the following prompts to improve one aspect of your classroom organisation that would lead to improved behaviour for learning.

Example:

1. Identify an area for development.

Displays.

2. How can they be changed?

Word and phrase banks clearly displayed to provide key words to be used to clarify objectives, including behaviour for learning examples.

3. How will they enhance learning?

It will affect especially those who have returned to school after an extended absence. Pupils will have a visual reminder of key concepts. Pupils feel valued, proud of the work displayed, classroom ethos is positive.

4. Locate the necessary support.

Teaching assistants support pupils in their use of displays for information and guidance.



5. Take action.

Create wall displays that represent key learning points (for both subject and behaviour for learning). Include visual images to support learning. Discuss the purpose and use of display with teaching assistant or cover supervisors.

6. Monitor and evaluate impact.

Review pupil contribution to, and use of, display material, in particular those pupils returning to school after a short or long-term absence.

Activity 6 Ensuring consistency

In this activity, staff are invited to discuss how they might respond to common classroom situations. The purpose of the activity is to discuss policy in practice and to consider planned responses to typical classroom situations, thus maintaining a calm and positive learning environment in the classroom.

Inconsistencies in the way policy is applied can undermine staff efforts to promote positive behaviour across school. Pupils value a secure and consistent learning environment in which they understand and can meet high expectations of learning and behaviour.

Consider each scenario on **Resource sheet 6** and reflect on the following.

- What are the expectations of pupil behaviour in this context?
- What are the possible explanation(s) for this behaviour?
- How might you positively refocus this pupil?
- What will you say and/or do?
- How will you support the pupil in his or her efforts?
- How will you follow up your actions?

You could use **Resource sheet 7** to stimulate discussion.

- Do you agree or disagree with the suggested responses?
- What might you do differently?
- How far do these or your own responses reflect 'practice' in your own school or subject area?

Resource sheet 8 provides some useful ideas for maintaining a calm classroom.

Summary

By the end of this unit staff will:

- understand the explicit link between positive behaviour and learning;
- know how to address learning in lesson plans;
- be able to incorporate and teach high expectations of classroom behaviour in lessons.

Resource sheet 1

Creating a good classroom climate

The learning climate you create is crucial. Pupils are affected not only by the physical environment which surrounds them, but also by your own expectations and attitudes. Remember that small things matter.

The teacher–pupil relationship

Value all the needs of your pupils: emotional and social, as well as academic. Create a warm, unthreatening and not overly competitive environment – one in which pupils feel able to ask you for help. Often those most in need of help are reluctant to request it.

Let pupils feel that their opinions are valued, respected and solicited. React positively to wrong answers: try to emphasise what was right about the pupil's thinking process.

Displays and physical environment

Colourful and bright displays cheer up the classroom and make it a more pleasant environment. Displaying learning materials on classroom walls can aid learning in an almost subliminal way. Motivate pupils by displaying their work on walls, but make sure that all pupils have the chance to have their work displayed (not just the best, if this work is always produced by the same pupils).

Clean and tidy classrooms contribute to good climate. Encourage pupils to take responsibility for their physical environment, including the other areas of the school such as hallways and toilets. This will make them feel valued. High noise levels, in the dining room for example, can have a strong negative effect.

Your expectations and attitudes

The more enthusiastic you are, the more motivated your pupils will be. If you are unenthusiastic about what you are teaching, this attitude will rub off on pupils. Avoid comments such as 'I know this is boring, but we have to do it because it is in the curriculum.'

Be aware of your own biases, and the way in which these can be transmitted to a pupil's peers. Your low and high expectations of your pupils can become a self-fulfilling prophecy. Pupils from a different ethnic group or social class may look and act differently from your norms – be careful not to treat this as a sign of lesser ability. Be open to the possibility of an unexpected change (improvement or deterioration) in a particular pupil's achievement.

The following guidelines will help you deal with these issues.

- Remember that all pupils can learn, and communicate that belief to them. Make sure that all pupils get the chance to answer questions, contribute to discussion, and so on. (Make a list which you can check systematically to make sure no pupils are forgotten.)
- Be aware of how often you call on girls and boys, and pupils from different ethnic groups. It can be helpful to ask a colleague to observe the lesson and monitor this for you.
- Use objective criteria when marking pupils' work. Again, you can check this occasionally by asking a colleague who doesn't know the pupils to double-mark the work.
- Monitor the way in which you distribute rewards and punishments. Be careful not to allow pupils of whom you have low expectations to behave worse more often than high-expectancy pupils and, similarly, don't give them more punishments and fewer rewards than high-expectancy pupils.

Source: www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement

Goldsmith High School lesson planning checklist

Starter		Main teaching activity		Plenary	
Objectives		Objectives		Activity/key questions	
To: <ul style="list-style-type: none">● learn new strategies● use mental imagery● focus on the skills needed in the main part of the lesson	To: <ul style="list-style-type: none">● introduce a new topic, consolidate previous work or develop it● develop vocabulary, use correct notation and terms, and learn new ones● use and apply concepts and skills● assess and review pupils' progress	The teacher: <ul style="list-style-type: none">● has a clear purpose● recognises achievements of individuals/class● stimulates interest about the next phase of learning	The pupils: <ul style="list-style-type: none">● remember, deepen and extend their learning● gain a sense of achievement, make progress● transfer learning to other subjects and contexts● consider how they have learned		
Activity, questions and resources The teacher: <ul style="list-style-type: none">● gives a clear start to the lesson● maintains a brisk pace● has strategies to absorb latecomers● ensures all pupils can and do take part● has prepared a range of open and closed questions to put to the whole class● targets individuals, pairs or small groups with particular questions● makes sure support staff give discreet help to those who need it● has clear expectations		Main teaching, key questions, pupil activities and resources The teacher: <ul style="list-style-type: none">● makes clear to the class what they will learn● makes links to previous lessons or to work in other subjects● gives pupils deadlines for completing activities● maintains pace, leaving time for the plenary		Expected learning outcomes <ul style="list-style-type: none">● Indication of what most pupils will be able to do at the end of the lesson● What some pupils will be able to do at the end of the lesson● References to frameworks as necessary	

Starter	Main teaching activity	Plenary
Objectives	Objectives	Activity/key questions
<p>The starter:</p> <ul style="list-style-type: none"> • has a clear purpose • connects with prior learning • engages all pupils from the start • is immediately accessible • has an appropriate amount of challenge • does not outlast pupils' concentration spans 	<p>When working with the whole class, the teacher:</p> <ul style="list-style-type: none"> • demonstrates and explains ideas and methods • involves all pupils interactively through carefully planned and challenging questioning • ensures that pupils with special needs are supported effectively <p>When pupils are working on tasks, the teacher:</p> <ul style="list-style-type: none"> • keeps the whole class working actively on activities related to the objectives of the lesson • encourages discussion and cooperation between pupils • targets a small number of groups, pairs or individuals for particular questioning and support, rather than monitoring them all • makes sure that all pupils working independently know where to find resources, what to do before asking for help and what to do if they finish early • briefs any supporting adults about their role 	

Resource sheet 2b

Lesson plan question sheet

Class:	Lesson:	Objectives:
	Starter	
Questions	Comments	
<p>Do pupils need to learn new strategies or skills?</p> <p>How will you make a clear start to the lesson?</p> <p>How will you maintain a brisk pace?</p> <p>How will you absorb late-comers?</p> <p>How will you ensure all pupils take part?</p>		
	Main activity	
<p>How will you collaborate effectively with teaching assistants?</p> <p>How will you summarise or consolidate previous work?</p> <p>What concepts and skills are going to be learned?</p> <p>What deadlines will you set?</p> <p>How will you demonstrate ideas and methods?</p> <p>How will you ensure that pupils with SEN are included in all activities?</p> <p>Think of two or three widely different pupils in the class. Is the work differentiated enough for them to take part?</p> <p>Have you planned seating, groups, etc.?</p> <p>Are resources clearly available?</p>		
	Plenary	
<p>How will you know the class have achieved their objectives?</p> <p>How will you use praise and rewards?</p> <p>How will you set homework so that all pupils will understand and be able to record it?</p>		

Resource sheet 3

Communicating expectations checklist

This checklist is designed to help you to look at how effectively you communicate your expectations of learning and behaviour to pupils. It is useful to complete it with a colleague (for example behaviour and attendance leader, teaching assistant, special educational needs coordinator).

	Agree	Not sure	Disagree
Arrives at lesson/classroom before pupils	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Voice is clear and tone appropriate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Instructions are clear	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Subject and behaviour for learning objectives are explained appropriately at the start of the lesson	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Lessons are well prepared – challenging, engaging, motivating, show progression	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials and equipment are prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Questions are challenging, interactive, purposeful and differentiated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Curriculum delivery is varied and differentiated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Appropriate behaviour is named and acknowledged	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Achievements and effort are recognised	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The teacher/teaching assistant partnership is a role model for positive behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer support is used effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adult support is used effectively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Resource sheet 4

Episode	Expected behaviour and learning outcomes	Teaching strategies
Starter activity and introduction	Pupils listen to all staff and each other Contributions are relevant to the lesson Pupils ask appropriate questions Pupils contribute in a way which demonstrates reflection on previous learning	Share and explain expected learning outcomes and expectations of behaviour Set and explain behaviour and subject objectives Model appropriate behaviour High expectations Set tone of lesson via body language and non-verbal responses Refer explicitly to your behaviour plan
Modelling and demonstration	Pupils listen to all staff and each other Contributions are relevant to the lesson Pupils ask appropriate questions	Model activity and give clear instructions to all pupils Ensure the engagement of pupils through high-quality teaching Model appropriate behaviour Acknowledge the named behaviour Use supportive and corrective feedback Use non-verbal feedback and signals appropriately Refer explicitly to your behaviour plan
Group task	Task is completed and group targets are met All pupils treat each other with respect All pupils share equipment All pupils contribute Each contribution is valued by all pupils	Establish an appropriate classroom environment for the task Use non-verbal feedback appropriately Monitor/support the teaching assistant role Note learning and behaviour for plenary comments Refer explicitly to your behaviour plan
Individual task	Task is completed and personal targets met Pupil allows others to work	Establish an appropriate classroom environment for the task Non-verbal feedback Monitor/support the teaching assistant role Note learning and behaviour for plenary comments Provide individual pupil support regarding class and personal targets Refer explicitly to your behaviour plan Provide positive feedback on progress
Plenary	Pupils listen to staff and each other Pupils make contributions, showing evidence of achievement in learning and behaviour targets	Return to expected learning outcomes and expected behaviour, share feedback with pupils and invite comments Praise achievements in learning and behaviour Review your behaviour plan to set objectives for next lesson

Resource sheet 5

Classroom organisation checklist

This checklist is designed to help you to look at the classroom organisation. It is useful to complete it with a colleague, for example teaching assistant, special educational needs coordinator, behaviour and attendance leader. Some elements may be outside the scope of individual staff so focus on areas where change can be more easily achieved.

	Agree	Not sure	Disagree
1. Equipment is easily accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Furniture arranged to best effect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Appropriate temperature and ventilation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Adequate lighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Seating plan in place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Materials well labelled and located	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Ease of movement in room	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Appropriate storage of pupils' belongings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Pupils are grouped appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Pupils are placed reflecting social relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Room organisation meets differing curriculum demands	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Chalk board/whiteboard, etc. easily seen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Classroom is inviting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Quiet area available	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Displays are high quality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Information board is up to date	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Acoustics are adequate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. The classroom is clean and tidy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. The classroom is well decorated	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Key points for action

Resource sheet 6

John, Year 10, is refusing to come into the classroom after an argument with another pupil at break. What do you do?

- Say to John that he needs to come into the classroom now and that you will help him resolve the argument after the lesson
- Ask John to write down what happened during the argument
- If he will not come into the classroom, send a reliable pupil to the office or to the head of year

Carlton, Year 9, has brought a personal stereo in and insists on listening to it in the lesson. What do you do?

Alex, Year 7, is refusing to do his work. He is sitting quietly. What do you do?

A fight has broken out in the classroom. What do you do?

Peter, Year 8, is constantly calling Jake names. You speak to him and he swears at you. What do you do?

Louise has come in late to the lesson. What do you do?

Resource sheet 7

Case scenarios for teachers to discuss

Carlton, Year 9, has brought a personal stereo in and insists on listening to it in the lesson. What do you do?
Remind Carlton of the school rule about personal stereos in lessons. Ask him what he should be doing.
Alex, Year 7, is refusing to do his work. He is sitting quietly. What do you do?
Ask Alex quietly if he understands the activity and what he needs to do. Ask Alex quietly why he is not completing the activity and offer to help him get started.
A fight has broken out in the classroom. What do you do?
Tell the pupils fighting to stop immediately. Send a reliable pupil to the school office or to the head of department (depending on the school policy) for support.
Peter, Year 8, is constantly calling Jake names. You speak to him and he swears at you. What do you do?
Remind Peter about the school rule about treating each other with respect. Say that you are speaking politely to him and you need him to speak to you in the same way.
Louise has come in late to the lesson. What do you do?
Gesture to Louise to sit down at a desk near the door and say that you will speak to her later about the reason she is late. Later on in the lesson or at the end of the lesson, ask Louise for the reason she was late. Talk to her about the importance of being on time for lessons so she understands the learning objectives for the lesson and is clear about what she will be doing and how to do it. Record the lateness in the register and in her pupil planner. Possibly speak to her tutor about it if it has happened before.

Resource sheet 8

Taking the heat out of the moment

Picture the scene ... you've spent hours devising engaging activities for your pupils, but the behaviour of one or two individuals is transforming the attitude of the whole class, dragging you all into a downward spiral of reprimands and sanctions. It's soul-destroying.

Behaviour management has long been an area of concern for new teachers, but seems increasingly to be a something that more experienced teachers worry about too.

Extensive advice on behaviour management can be found in the education section of almost every bookshop, but refreshingly just a handful of key ideas on a frequent basis can help to transform your experience of poor behaviour in your classroom.

Anger management

Anger is often at the root of dysfunctional behaviour in schools, and an anger management approach can be of practical help in difficult situations.

In their book, *Anger management: a practical guide*, Faupel, Herrick and Sharp suggest that anger is the 'fight' response to a perceived threat, and that it is used as a response to frustration, as a way of getting what we want and as a release of pent-up emotion, all things which any teacher will have encountered! Although we cannot control all the frustrations and pent-up emotions of pupils, we can equip them with the skills to express anger effectively. These ideas may help to avoid the 'hit and hurt' culture.

- Don't greet a pupil's anger with your own. A pupil who has lost or is losing control needs you to be calm and rational.
- Never go from cold to hot. Pupils need to be able to track your displeasure at their behaviour. Be specific, not general, in reprimands.
- Offer pupils a chance to talk to you about how they are feeling, and give them the opportunity to engage their emotions through the work they do in your lessons.
- Encourage pupils to recognise their own positive behaviour.
- Use genuine praise that is specific and targeted as much as possible.
- Think about how pupils gain your attention in lessons. Be sure that they know how good social behaviour will be noticed.

Preventive measures

Much of the time-wasting aggravation in lessons stems from pupils' interactions with each other. Many teachers find it useful to devise agreements with their pupils about the way in which they could communicate. The start of an academic year is a particularly good time to discuss this with pupils. You could agree 'rules' relating to the way that pupils:

- speak to each other and to you;
- sit;
- listen;
- move around the room.

Pay attention to the way in which the agreements are phrased. For example, 'listen' carries a more positive message than 'don't talk'.

Teachers are often able to establish very early on which pupil in the class is most likely to disrupt. This predictability can be tedious, but it does offer teachers the scope to anticipate bad behaviour, distract the miscreant and praise at the earliest opportunity. All these approaches are preventive tools that can help to pre-empt the persistent low-level poor behaviour that is a source of such stress for many in the profession.

Keeping up the momentum

Teachers are guardians of pupils' right to learn, but the deal cuts both ways, with pupils being guardians of your right to teach. Having agreed with your pupils the expectations that you have, don't relax them. Consistency will breed stability and security. When building your relationships with individuals (and remember, this can be done as effectively outside your classroom as it can be inside) mutual respect is a key to success.

While your pupils are in your classroom you have to work as a team if you are to teach and they are to learn. Motivating pupils to appreciate this fully can help to prevent indiscipline. These ideas may work for you.

- When appropriate, offer pupils some choice over what they do in your lessons.
- Think of ways of teaching through the interests of your pupils. This necessarily involves getting to know what's motivating and inspiring them at any time – knowledge that can be extremely useful anyway!

If all else has failed ...

Sometimes though, despite employing all the usual management strategies, situations can deteriorate and require firm intervention. It is worth remembering that misbehaviour is rarely intended to be a personal insult. It is almost always connected to other factors impacting the pupil's life and it can be useful to tell them that you appreciate that. These ideas could help.

- Don't get into a debate about a pupil's behaviour during the lesson. Instead, arrange a time when you can talk about what happened and how it can be avoided in the future. Public discussions may be interpreted as public humiliation.
- Use the opportunity to teach key ideas about emotional awareness, respect for others and citizenship.
- Be consistent in threats and delivery of punishment.
- Agree a plan for positive change in the future. The next time you teach the pupil, take a minute to recap on the agreement and reiterate your desire to help them to succeed.

Above all, simply staying conscious of building respectful relationships within the classroom can create an atmosphere in which misbehaviour is reduced to a minimum.

6 Classroom behaviour unit: 6.2S	
Title	Developing good role models of behaviour for learning and teaching for attendance
Level	Developing good practice
Audience	Staff
Purpose	To enhance the position of staff as positive role models for pupils
Possible use	<p>This unit can be used to promote dialogue about developing role models for behaviour for learning, lesson planning and consistency during:</p> <ul style="list-style-type: none"> • departmental meetings • year team meetings • whole-school CPD activity • NQT, OTT, GTP, higher-level teaching assistant and cover supervisor inductions • coaching or mentoring sessions with experienced and less experienced staff <p>The lesson planning guidance may also be used by individuals for self-study or for staff to support:</p> <ul style="list-style-type: none"> • collaborative planning • team teaching • peer observation
Impact can be measured by	<ul style="list-style-type: none"> • consistent expectation of behaviour and use of positive language by all staff; • effective identification of and planning for positive behaviour; • positive behaviour being modelled to all pupils by staff; • staff understanding of the links between environment, use of language and behaviour for learning; • reductions in the use of sanctions; • fewer referrals to senior team for misbehaviour.
Links to other action plan toolkit sections	<p>Everyday policies</p> <p>Curriculum</p> <p>Attendance</p> <p>Consistently poor behaviour</p>
Links to other material in this section	<p>Pupils: Developing good practice</p> <p>6.2P Staying focused on the lesson when others are not working</p> <p>Parents/carers: Developing good practice</p> <p>6.2PC Helping parents/carers to prepare their child to participate fully in all lessons</p>
Reference to other resources	<p><i>Elton Report, The (1989) Discipline in schools</i></p> <p>Report of the committee of enquiry chaired by Lord Elton. London: HMSO</p> <p>Examples of managing behaviour in the classroom, including helping pupils develop higher-order thinking skills</p> <p>Galvin, P. (1999) <i>Behaviour and discipline in schools: practical, positive and creative strategies for the classroom</i>. London: David Fulton Publishers</p> <p>Hay McBer (2000) <i>Research into teacher effectiveness: a model of teacher effectiveness</i></p> <p><i>Introductory training for school support staff</i> (behaviour management module) (DfES 0594/2003)</p> <p><i>Introductory training for teaching assistants in secondary schools</i> (behaviour management module) (DfES 0554/2001)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES 0392/2003)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES 0055-2004)</p> <p>MacGrath, M. (2001) <i>The art of teaching peacefully, improving behaviour and reducing conflict in the classroom</i>. London: David Fulton Publishers</p>

6 Classroom behaviour unit: 6.2S

Reference to other resources
(continued)

McConnon, S. & M. (2002) *Your choice – A personal skills course for young people*. People First

Merritt, F. (1993) *Encouragement works best: positive approaches to classroom management*. London: David Fulton Publishers

Mosley, J. (1999) *Quality circle time in the secondary school*. London: David Fulton Publishers

Range of teacher resources to support improving behaviour and attendance

Reynolds, D., and Muijs, Daniel (2001) *Effective teaching*. Paul Chapman Publishing

Rogers, B. (1991) *You know the fair rule*. Pitman

Rogers, B. (1994) *Managing behaviour: prevention*. London: Quartus

Rogers, B. (2000) *Cracking the hard class*. London: Paul Chapman Publishing

Rogers, B. (2000) *Behaviour management*. London: Paul Chapman Publishing

Self-study materials for supply teachers (classroom and behaviour management) (DfES 0260/2002)

SEN Strategy *Every child matters*

Time for standards, which includes the consultation document *Developing the role of school support staff* (www.teachernet.gov.uk/remodelling)

Working with teaching assistants in secondary schools (DfES 0115/2003; video and explanatory notes)

www.dfes.gov.uk/ibis/

DfES Improving Behaviour in Schools website – with case studies, links and examples of behaviour improvement strategies

www.dfes.gov.uk/teachingreforms/leadership/mcber/index.shtml

www.chalkface.com

www.schoolscouncil.org

Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools

www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement/

Developing good models of behaviour for learning and teaching for attendance

Introduction

The Hay McBer (2000) research concluded that effective teachers create an environment that maximises pupils' opportunities and motivation to learn. Pupils look to the teacher to create a sense of security and order in the classroom, and want opportunities to participate in interesting activities. The report identified the key dimensions of a positive classroom climate.

The Hay McBer conclusions are clear and challenging, yet they are also optimistic:

Teachers really do make a difference. Within their classrooms, effective teachers create learning environments which foster pupil progress by deploying their teaching skills as well as a wide range of professional characteristics. Outstanding teachers create an excellent classroom climate and achieve superior pupil progress largely by displaying more professional characteristics at higher levels of sophistication within a very structured learning environment ... (para 1.1.9)

Self-study materials for supply teachers (classroom and behaviour management)
(DfES 0260/2002)

In working through this unit staff may also wish to refer to Key Stage 3 *Behaviour and Attendance Core day 2* training materials, session 2 – Developing staff skills to support pupils, and session 3 – Creating a positive whole-school climate.

Learning about how to behave is a continuous process, acquired from everyday interactions with others in school and at home. Pupils quickly pick up the prevailing language, behaviour and attitude and use it to inform their own behaviour and relationships with others. All staff therefore have an important responsibility as role models of positive behaviour and regular attendance.

The Elton Report (1989)

The Elton Report was a significant report, commissioned by the government in 1989. Although over 12 years old, it is a seminal document which addresses the issue of behaviour management in a positive and planned way. It formed the basis for much of the current legislation and offered guidance for schools in drawing up their own 'behaviour policies' and 'codes of conduct'.

It found that:

Schools should have a clear vision for managing behaviour through establishing clear rules and boundaries, with emphasis on the positive. Most schools frame and name their policies as a "good behaviour" rather than a "discipline" policy. All must adhere to those policy principles, and teachers should model behaviour and interactions in a positive and supportive way. Boundaries should be made clear and sanctions should be in place, but the emphasis is on praise and rewarding good behaviour.

Self-study materials for supply teachers (classroom and behaviour management)
(DfES 0260/2002)

Classroom communication

The way in which staff communicate with the pupils they teach, and with each other, can be a powerful influence on pupil behaviour and attendance.

I am a decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all sets it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.

Ginnott (1972)

Key Stage 3 *Behaviour and Attendance Core day 2* training materials,
session 3, Creating a positive whole-school climate

There are some simple steps that staff can take to use communication to promote positive behaviour. Consider how the following aspects of communication can impact on and influence pupil behaviour, attendance and learning in the classroom:

Non-verbal	Verbal
Tone of voice	Forms of address
Body language and facial expression	Intent
Praise and encouragement	Choice of words
Challenge	Praise and encouragement
Intent	Challenge
Gesture	Intonation
	Volume

The non-verbal communication used by effective staff is explored in Key Stage 3, *Behaviour and Attendance Core day 2* training materials (session 2: Developing staff skills to support pupils), and includes:

- eye contact;
- body language;
- proximity and height levels;
- use of take-up time;
- use of tactical pauses.

Work through activity 1 to reflect on the language used in communicating directions to pupils.



Activity 1

The statement cards on **Resource sheet 1** can be used in a card-sort exercise or a language loop game with a group of staff. By working in pairs or small groups to take on the role of either the staff member giving the direction or the pupil responding to each set of cards, staff can begin to explore the following questions.

There are two versions of each statement.

Why are you dropping litter?



Put your litter in the bin, thank you.

Match the cards and consider the following.

- Why the reframed statement could be more effective in helping pupils to develop positive behaviour skills.
- Why are directions more useful than questions?
- Why might it be more effective to use 'thank you' instead of 'please'?
- How might the use of a pupil's name affect response time?
- How do tone of voice and facial expression impact on pupil response to the direction?
- How much 'take-up time' do pupils need?
- What alternative positive approaches do staff find successful?

Add some more statements that are commonly heard in and around your school and try to reframe them if necessary to create a positive emphasis.

It can also be useful to relate the statements on the cards to specific staff experiences or to develop them into brief scenarios to expand discussion.

This is a useful exercise to use with whole-staff groups because it brings quick gains and it supports consistency of approach. For example, the site service officer should use the same directions as a senior teacher to stop a pupil from running in the corridor.

Resource sheet 2 gives a range of language-based techniques for promoting positive behaviour. In relation to your own classroom practice, consider how you might (or already do) use the techniques described on **Resource sheet 2**. You could use this resource sheet to work with a colleague to (a) explore the techniques further through role-play and discussion, (b) practise using the techniques and (c) observe and give feedback on classroom practice.

To support the development of consistent practice, discuss the following.

- Which positive language techniques do staff agree suit the context of this school?
- What individual styles will staff employ in using positive language techniques?
- How might positive language be maintained in situations that are particularly challenging?

Any visitor to a classroom could, after several visits pin point a teacher's style ...

Rogers, B. (1991) *You Know the Fair Rule*. Pitman.

Modelling assertive approaches with pupils

The assertive member of staff is confident, calm, well-prepared and well-placed to promote positive behaviour. They enjoy positive relationships with pupils and parents, and secure the kind of atmosphere in class that promotes positive behaviour for learning.

Assertive staff model the following characteristics:

- high expectations, which they transmit clearly;
- consistency and fairness;
- good attendance;
- effective communication skills;
- respectful interactions with all adults and pupils.

The major roadblock to successful classroom management is a teacher's own negative expectations about her ability to deal with disruptive student behaviour ...

Canter, L. (1992) *Assertive Discipline* (publisher, year)



Activity 2

Resource sheet 3a shows a variety of teaching behaviours which could be used as a card-sort exercise and to stimulate discussion.

Firstly, try to sort the behaviours under the following headings:

- passive;
- hostile;
- assertive.

Following this sorting activity, for each of the teaching behaviours note down a potential pupil response. Follow these responses through to explore in more depth the impact of teaching behaviours on pupil behaviours.

It must to be stressed that no one falls precisely into one of these categories all the time; under pressure, all staff employ different teaching behaviours.

Identify any ways you might be able to modify your own teaching behaviours under pressure.

Plan how you will develop your own teaching using notes from the discussion. **Resource sheet 3b** could provide support.

Classroom management for positive behaviour

Good behaviour models are also manifested in the way we organise and manage the teaching space, for example:

- well-ordered resources;
- a positive attitude to others;
- a purposeful momentum in the teaching;
- responsiveness to pupil needs;
- an inclusive approach, providing attention and support.



Activity 3

This is a useful self-study exercise. The outcomes can then be shared with a colleague or mentor.

For each of the bullets above identify and discuss examples of good practice from the school, for example:

Well-ordered resources – In Mr Jones's geography room all resources have a set location and are clearly labelled. Pens and coloured pencils are kept on the front desk in a block with holes in so it is easy to check how many are being used.

You could use **Resource sheet 4a** to record your thoughts and observations and **Resource sheet 4b** to prompt thinking.

Sharing the features of a well-managed lesson with an assertive teacher can be an empowering exercise. You can find excellent lessons among the many that schools have received across the strands of the Key Stage 3 Strategy. If you have a video camera in school and a willing colleague, watching a respected member of staff at work can be extremely powerful as techniques and strengths are seen to work in the context of your own school.



Activity 4

Resource sheet 4c provides a checklist for lesson observation which could be completed by a colleague who is skilled at sharing feedback.

It may be useful to consider the following aspects.

- How did planning promote or hinder positive behaviour?
- Which teaching behaviours were most successful in promoting positive behaviour for learning?
- Can you identify why these teaching behaviours worked so well?
- What classroom management goal(s) might be set as a result of this observation?
- How will progress be monitored?

Summary

By the end of this unit, staff will:

- know more about how to provide good models of behaviour for learning;
- be more able to identify and plan for positive behaviour;
- have a greater understanding of the importance of having consistent expectations of positive behaviour;
- have a greater understanding of the links between the environment, use of language and behaviour for learning.

Resource sheet 1

Statement cards

Don't speak to me like that!	<i>Speak to me politely as I do to you, thank you.</i>
Why are you dropping litter?	<i>Sam, litter in the bin, thank you.</i>
You've left your equipment out again!	<i>Put your equipment away, thank you.</i>
How dare you argue with me!	<i>I understand you're upset but I need you to listen to me, thanks.</i>
Stop pushing into the queue.	<i>Wait your turn in the queue, thanks.</i>
You shouldn't be in here.	<i>You need to be outside now (or) Where should you be?</i>
You really are annoying me by interrupting.	<i>Wait your turn to speak, thank you.</i>
What do you think you're doing?	<i>Put that away and get started on the activity, thank you.</i>
Who told you to get that book out?	<i>Wait until lunchtime, then you can choose a new book.</i>
Don't draw it like that!	<i>You might find it easier drawing in pencil.</i>
You're not leaving until you've finished the work.	<i>When you're finished, then you can go to break.</i>
I'll deal with you later.	<i>I'd like to sort this out now but the class are waiting; we'll talk after school.</i>
Stop wandering round the room and get on with your work!	<i>John, back in your seat, thanks.</i>
Stop running in the corridor!	<i>Walk in the corridor please.</i>
No, you can't go on the computer!	<i>When you have finished this piece of work, then you can go on the computer.</i>
You're going to be sitting on your own if you carry on like that!	<i>You can either stay here and work sensibly or sit over there by yourself.</i>

Resource sheet 2

Language-based techniques for promoting positive behaviour

Tactical pausing: Pausing briefly in a spoken direction to emphasise attention and focus.

Incidental language: Directs or reminds a pupil without directly *telling* them. For example, 'There is a lot of mess in this room and it is nearly time for lunch' – this sends the message that the room needs to be cleared up before the group can go for lunch, without criticising individual pupils.

Behavioural direction: Directs a group or individuals by referring explicitly to the expected behaviour. For example, 'Dean ... Listening to the instructions ... Thank you.' This focuses the pupil on the expected behaviour. It is important to use verbs or participles, rather than negative clauses (e.g. 'listening' rather than 'don't talk') and keep it as brief as possible.

Rule reminder: Briefly reminds the group (or individuals) about an agreed rule. However, it is not necessary to spell out the rule each time. For example, 'Remember our rule about everyone getting a chance to speak' or 'Jeffrey – what's our rule on calling out?'

Individual reminder with choice offered: For example, 'You agreed not to get your personal stereo out during lessons. Put it in your bag or on my desk. Thanks.'

Distraction/diversion: This can be used to prevent a scenario from escalating. For example, where a pupil shows early signs of losing focus on a task ask them to help give out some materials and then thank them for their help, before asking them to return to the task.

Choice direction: Provide a directed choice, within the classroom rules or routines. For example, 'Ali, put your personal stereo in your bag or give it to me to keep until the end of the day, whichever you choose', rather than 'Give me that now'.

Direct questions: Use questions such as 'what', 'when' and 'how', rather than 'why' or 'are you'. These sorts of questions direct responsibility towards the pupils, rather than asking for reasons. For example, the redirection 'What should you be doing now?' is better than 'Why aren't you working?'

Use the language of choice: An overt emphasis on the fact that pupils are making a 'choice' about how they behave can help them take responsibility. Using the word 'choice' in praise and correction helps to embed the principle in everyday reality. For example, 'Sofia, I am very pleased that you chose to take part in the whole session today – well done', or 'Sofia – it's a real shame that you have chosen not to do any work today – you did so well last time.'

Separate the (inappropriate) behaviour from the pupil: Make the behaviour unacceptable, not the pupil. For example, 'Throwing books is not acceptable in this room' is a better response than '**Stop** throwing books in this room'.

Partial agreement and returning to the primary issue: Many pupils introduce secondary issues when in conflict, such as 'but he was doing it as well!' Avoiding digression ensures that staff remain calm and in control of the conversation, for example, 'That may be so, Dean, but we are talking about **you** at the moment'.

Refer also to Key Stage 3 *Behaviour and Attendance Core day 1* training materials, session 4 (handout 4).

Resource sheet 3a

Teaching behaviours

Reactive and inconsistent	Stays calm
Optimistic	Reactive
Can be rigid and authoritarian, pupils do not manage their own behaviour	Positive
Consistent	Blames pupils, parents and colleagues for classroom problems
Pro-active	Confident
Uses behaviour plans – thinks before acting	Can generate feelings of revenge or confrontation
Does not appear confident, appears powerless and confined	Teaches pupils' positive behaviour for learning and is optimistic about their ability to succeed
Can appear to be 'in control' but hostile feelings in pupils	Communicates clearly – does not shout
Remains dignified – controls own behaviour and environment	Does not communicate clearly, hesitant, pleads

Resource sheet 3b

Style	Teaching behaviour	Pupil response
Passive	<ul style="list-style-type: none"> ● passive ● inconsistent ● reacts to behaviour ● does not plan to manage behaviour ● does not have routines ● does not communicate boundaries to the pupils ● can be led by pupils – for example ‘This is the way we always do it’ 	<ul style="list-style-type: none"> ● frustration ● tries to manipulate ● escalates situations to find what the ‘limits’ are ● has no respect for the teacher ● demonstrates anger ● answers back
Hostile	<ul style="list-style-type: none"> ● aggressive response to pupils ● rigid ● authoritarian ● doesn’t listen to pupils ● not fair and consistent with all pupils ● expects some pupils to misbehave and often ‘labels’ them ● confrontational ● sarcastic with pupils 	<ul style="list-style-type: none"> ● fear of making mistakes ● anxious ● low self-esteem ● feels victimised because teacher treats them differently ● feelings of hurt ● doesn’t take chances with approach to work ● confrontational
Assertive	<ul style="list-style-type: none"> ● identifies boundaries ● states expectations, both academic and behavioural ● fair and consistent ● listens to pupils ● values pupils’ opinions ● good model of behaviour, e.g. polite ● humour – but ‘with’ pupils and not ‘at’ them ● praises both achievement and effort 	<ul style="list-style-type: none"> ● understands boundaries ● feels valued ● trusts ● passes opinions ● feels safe and secure ● not frightened of making mistakes ● is more likely to behave positively than negatively

Resource sheet 4a

	Describe where this occurs
Well-ordered resources	
A positive attitude to others	
A purposeful momentum in the teaching	
Responsiveness to pupil needs	
An inclusive approach	

Resource sheet 4b

Whole-class teaching

Studies have found teaching the whole class as a single group (also called direct instruction) to be the most effective method of teaching basic skills. However, to harness the potential of whole-class teaching, you need to ensure that the structure of your lesson and the presentation of its content are absolutely clear to pupils.

Lesson structure and pace

The structure must be clear so that pupils easily understand the content of the lesson and how it relates to what they already know.

- Start with a review and practice of what was learned during the previous lesson, for example, by going over homework.
- Clearly state the objectives of the lesson at the outset ('Today we are going to learn about ...'), or write the objectives on the board or flipchart.
- During the lesson, emphasise key points, so pupils don't get lost in the whole. Make clearly signalled transitions between lesson parts (new topics or practice of a previous topic).
- At the end of the lesson, summarise or (preferably) ask your pupils to summarise the key points once again.

Presenting information to the class

Present information with a high degree of clarity and enthusiasm.

- Focus on one point at a time, avoiding digressions and ambiguous phrases or pronouns.
- When dealing with more demanding topics, keep repeating and reviewing general rules and key concepts, to help pupils retain and understand the topic.
- Use a variety of media and methods to help pupils with different learning styles. Present material in small steps pitched at the pupils' level, which are then practised before going on to the next step.

Make your presentation of a particular topic as clear as possible by using the most appropriate model.

- **Deductive model:** start with general principles or rules and go on to more detailed and specific examples.
- **Inductive model:** start with (real-life) examples and move on to general rules or principles.
- **Part-whole format:** Introduce a topic in its most general form, then divide it into clear and easily digestible sub-parts.
- **Sequential ordering:** teach the content or rule in the order in which it occurs in the real world (e.g. teaching how the steel-making process works by going through the stages from iron ore to finished product).
- **Combinatorial relationships:** bring together the various decisions or elements that influence the use of rules, facts or sequences in a single format (e.g. teaching about law by drawing together all the influences on the process of making a law).
- **Comparative relationships:** place different elements side by side so that learners can compare and contrast them (e.g. comparing two different beliefs in religious studies).

Resource sheet 4b

page 2 of 2

The following techniques may also help you make presentations clearer.

- **Modelling:** when presenting certain topics it can be useful to explicitly 'model' or demonstrate a skill or procedure to learners. This can be more effective than using verbal explanations, especially with younger learners or those who prefer a visual learning style. Demonstrate the behaviour by doing it, linking it to skills and behaviours that learners already possess. Go through the different parts of the behaviour in a clear, structured and sequential way, explaining what you are doing after each step. Learners then need to memorise the steps seen, and imitate them.
- **Conceptual mapping:** this is a framework that can be given to pupils before the topic of the lesson is presented. The teacher makes an overview diagram, linking different parts of a topic, with a ready-made structure (or schema). It helps pupils to store, package and retain the concepts, and to link different lessons to one another. You may find this useful when teaching complex topics which require several lessons to cover.

Source: www.teachernet.gov.uk

Resource sheet 4c

Peer observation checklist: classroom management for positive behaviour

Aspect	Evidence/comments
Positive relationships between pupils and staff and between staff and staff	
Clear beginning and end to lesson	
Staff model positive behaviour for learning	
Positive behaviour acknowledged and/or rewarded	
Clear instructions given	
Expectations of behaviour and attendance explicit	
Differentiated curriculum – all pupils included in the learning activities	
Sufficient and well-prepared materials	
Teacher and teaching assistant work in partnership	
Signal for gaining attention of the class in place	
Routine for entering and leaving room in place	
Routine for distribution of materials in place	
Routine for gaining teacher's attention in place	
Routines for clearing materials away in place	

Comments:

6 Classroom behaviour unit: 6.3S	
Title	Using the skills and strengths of pupils to promote behaviour for learning in all lessons
Level	Ready for more
Audience	Staff
Purpose	<p>Pupils learn about behaviour from teachers and from their peers. These resources support the development of positive role models by:</p> <ul style="list-style-type: none"> ● promoting discussion about behaviour for learning ● facilitating peer support for behaviour for learning for pupils ● making explicit to pupils the link between positive behaviour and learning
Possible use	<p>This unit can be used to promote dialogue about developing role models for behaviour for learning, lesson planning and consistency during:</p> <ul style="list-style-type: none"> ● department meetings ● year team meetings ● whole-school CPD activity ● NQT, OTT, GTP, higher-level teaching assistant and cover supervisor inductions ● coaching or mentoring sessions with experienced and less experienced staff
Impact can be measured by	<ul style="list-style-type: none"> ● consistent expectation of behaviour by all staff; ● effective identification of and planning for positive behaviour; ● positive behaviour being modelled to all pupils by staff and other pupils; ● reduction in low level disruption to lessons; ● improved behaviour for learning in all lessons.
Links to other action plan toolkit sections	<p>Everyday policies Curriculum Attendance</p>
Links to other material in this section	<p>Pupils: Ready for more 6.3P Helping pupils recognise thier own behaviours for learning Parents/carers: Ready for more 6.3PC Recognising how to support the behaviour my child needs to learn</p>
Reference to other resources	<p><i>Elton Report, The</i> (1989) <i>Discipline in schools</i> Report of the committee of enquiry chaired by Lord Elton. London: HMSO Examples of managing behaviour in the classroom, including helping pupils develop higher-order thinking skills Galvin, P. (1999) <i>Behaviour and discipline in schools: practical, positive and creative strategies for the classroom</i>. London: David Fulton Publishers Hay McBer (2000) <i>Research into teacher effectiveness: a model of teacher effectiveness</i> <i>Introductory training for school support staff</i> (behaviour management module) (DfES 0594/2003) <i>Introductory training for teaching assistants in secondary schools</i> (behaviour management module) (DfES 0554/2001) <i>Improving attendance and behaviour</i> (Ofsted 2001) Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES 0392/2003) Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES 0055-2004) MacGrath, M. (2001) <i>The art of teaching peacefully, improving behaviour and reducing conflict in the classroom</i>. London: David Fulton Publishers McConnon, S. & M. (2002) <i>Your choice – A personal skills course for young people</i>. People First Merritt, F. (1993) <i>Encouragement works best: positive approaches to classroom management</i>. London: David Fulton Publishers</p>

6 Classroom behaviour unit: 6.3S

Reference to other resources
(continued)

Mosley, J. (1999) *Quality circle time in the secondary school*. London: David Fulton Publishers

Range of teacher resources to support improving behaviour and attendance

Reynolds, D., and Muijs, Daniel (2001) *Effective teaching*. Paul Chapman Publishing

Rogers, B. (1991) *You know the fair rule*. Pitman

Rogers, B. (1994) *Managing behaviour: prevention*. London: Quartus

Rogers, B. (2000) *Cracking the hard class*. London: Paul Chapman Publishing

Rogers, B. (2000) *Behaviour management*. London: Paul Chapman Publishing

Self-study materials for supply teachers (classroom and behaviour management) (DfES 0260/2002)

SEN Strategy *Every child matters*

Time for standards, which includes the consultation document *Developing the role of school support staff* (www.teachernet.gov.uk/remodelling)

Working with teaching assistants in secondary schools (DfES 0115/2003; video and explanatory notes)

www.dfes.gov.uk/ibis/

DfES Improving Behaviour in Schools website – with case studies, links and examples of behaviour improvement strategies

www.dfes.gov.uk/teachingreforms/leadership/mcber/index.shtml

www.chalkface.com

www.schoolscouncil.org

Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools

www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement/

Using the skills and strengths of pupils to promote behaviour for learning in all lessons

Introduction

In working through this unit staff may also wish to refer to Key Stage 3 training materials, Behaviour and Attendance Core day 2, session 3.

Pupils can be effective models for their peers. Effective staff capitalise on this resource, using pupil strengths and skills to promote positive behaviour in lessons.

Where staff are successful they approach this with sensitivity and skill, as part of a positive learning experience for all. This means using a wide range of pupils as models, rather than developing 'favourites'. All pupils can demonstrate positive behaviour at times, and it is important to acknowledge this.

It is useful to highlight constructive learning behaviour at key points in lessons, and at those moments when learning and progress are summarised. It is important not to interrupt the flow of the lesson or to waste opportunities to acknowledge good models of behaviour and attendance through the use of random praise.

Consider the different ways this positive behaviour can be highlighted as a prompt to other pupils in the class (for example, through non-verbal gestures and expressions).

How can this be achieved without individual pupils feeling spotlighted or embarrassed?



Activity 1 – Identifying pupils' strengths and skills

The range of strengths and skills that pupils might bring to a lesson include the following:

	Strength	Skill
Interpersonal	Empathy Respect for others Valuing others	Listening to others Cooperation Sharing resources
Study and organisational	Motivated Analytical Good time keeper	Working independently Asking questions Meeting deadlines
Personal qualities	Leadership Determination	Working in groups

A useful self-study exercise might be to reflect on a class you are enjoying teaching at the moment.

- Which pupils regularly demonstrate these skills or strengths?
- What other positive skills and strengths do they possess?
- How might they be utilised in your lesson to promote positive behaviour for learning?

This might lead to a reconsideration of:

- seating plans;
- use of exemplar work;
- use of speakers in group talk situations;
- 'buddying' with new or vulnerable pupils;
- issuing of resources.



Activity 2 – How staff use pupils' skills and strengths

Look at the checklist on **Resource sheet 1**.

For each teaching aspect, consider what pupil skills and strengths might be demonstrated in this area – put ideas in column 2. An example has been given for the first one.

For each teaching aspect, consider how staff could use pupils to promote positive behaviour – put ideas in column 3. A range of examples has been given, which should be added to.

It may also be valuable to use **Resource sheet 1** as an observation checklist. Ask a colleague to observe how you make use of pupil skills and strengths to demonstrate to the rest of the class the desired behaviour for all. Seek comments on how the different aspects of teaching support or hinder the promotion of pupils as effective models.

After the lesson, review the comments and highlight examples of modelling. For example, it can act as the basis for a discussion about:

- effective promotion of positive behaviour;
- the range of pupils used to model behaviour;
- pupil responses to modelling.

After an agreed period of time, repeat the observation and compare the notes taken.



Activity 3

Look at the statements on the cards on **Resource sheet 2**, which describe effective learning techniques. All of the statements are about increasing pupil involvement in their own learning, through improved motivation and engagement.

For each card, consider or discuss with a colleague what strategies might be used to facilitate each positive learning aspect.



Activity 4

You could use **Resource sheet 3** to focus with groups of staff on the pupil role in the classroom. The questions are designed as prompts for discussion about how pupil skills and strengths can be used to promote positive behaviour.



Activity 5

This exercise can be carried out with whole-staff groups, with a mentor or as a self-study activity.

You could use the following scenarios to explore further the ways you might include pupils' skills and strengths in your own planning to improve behaviour for learning.

Scenario 1

You teach Sam in the last lesson before lunch. He has recently been diagnosed with attention deficit hyperactivity disorder (ADHD) and his behaviour can be unpredictable. He is often late to the lesson and does not have the correct equipment. The rest of the class cope well with his behaviour but lately one or two are being distracted. How can you and the class help Sam to manage his behaviour?

Scenario 2

Tyrone is frequently late to your lesson. He refuses to sit in the place you have allocated to latecomers and wanders to the back of the room. On his way to his seat he disturbs other pupils and then takes several minutes to settle to his work.

Scenario 3

Kerry has significant literacy difficulties, but insists on doing the same work as the rest of the class. She will not let the teaching assistant assigned to support her help her with her work. As she is finding it more and more difficult to access the curriculum, her behaviour is becoming more challenging.

You may wish to use real scenarios from your own school in order to contextualise this activity.

Small-group work provides opportunities for pupils to both model and observe particular behaviours for learning. **Resource sheet 4** describes some of the skills needed for collaborative group work. You may wish to consider the information in this resource sheet in relation to groups of pupils you currently teach.

Summary

By the end of this unit staff will:

- know how to make explicit to pupils the links between positive behaviour and learning;
- be able to facilitate peer support for behaviour for learning for pupils;
- be able to use the skills and strengths of pupils to promote behaviour for learning in all lessons.

Resource sheet 1

Checklist: How staff use pupils as role models for positive behaviour

Teaching aspect	Pupils' skills and strengths	How staff use pupils to promote positive behaviour
<p>Create a positive atmosphere</p> <p>Welcome pupils at the door</p>	<p>For example, pupils arrive on time for lessons. They know and follow agreed procedures for waiting outside the classroom.</p>	<p>For example, praises pupils who arrive on time.</p> <p>Praises pupils who are usually late, but are not today, as well as those who are always on time.</p> <p>Thanks pupils for waiting quietly and politely.</p>
<p>Well-organised, tidy classroom and desk</p>		<p>For example, smiles and acknowledges pupils as they put homework on desk, organise their equipment on the desk.</p> <p>Thanks pupils for keeping the classroom tidy.</p>
<p>Create a positive atmosphere, smile and listen to pupils</p>		<p>For example, comments positively about those pupils who settle quickly and get their books out, etc.</p>
<p>Include all pupils in all learning activities</p>		<p>For example, makes use of group/paired work and seating plans.</p>

Resource sheet 1 page 2 of 2

Teaching aspect	Pupils' skills and strengths	How staff use pupils to promote positive behaviour
Value all responses from pupils		For example, gives chance for reticent pupils to respond and then praises quietly with accompanying facial gesture.
Give clear instructions		For example, tell pupils they have listened well and settled quickly.
Use positive language with all pupils		For example, encourage pupils to 'keep going'. Reminds pupils of previous successes.
Use a simple signal for gaining attention/quiet		For example, thanks pupils who attend quickly. Smiles and nods at pupils who pay attention quickly.
Explain or negotiate classroom rules with pupils		For example, gestures to rules poster when individual pupils follow them through in class.

Resource sheet 2

Skills and strengths that promote behaviour for learning

<p>Pupils make effective choices and are motivated to learn</p>	<p>Pupils engage in questioning and reflect on their learning</p>
<p>Pupils assess and monitor their own learning</p>	<p>Pupils ask questions</p>
<p>Pupils make effective use of feedback and always do their best</p>	<p>Pupils have good listening skills and use them well</p>

Resource sheet 3

Promoting the pupil role

<ul style="list-style-type: none"> ● What sort of choices do I give pupils? ● What effect does it have on their learning if pupils have made a choice? ● Can I plan more opportunities for pupils to make choices? 	<ul style="list-style-type: none"> ● What sort of questions do I ask? ● Do I plan them in advance or do I make them up at the time? ● How do I ask questions? ● During which part of the lesson do I ask the most questions? ● What sorts of questions enable pupils to learn?
<ul style="list-style-type: none"> ● What sort of assessment goes on in my lessons? ● What happens when pupils are involved in the assessment process? ● Does anything happen as a result of assessment? ● Why do I assess? 	<ul style="list-style-type: none"> ● What sort of questions do pupils ask during lessons? ● How often do I plan opportunities for pupils to ask questions? ● What effect does it have on their learning when pupils ask questions? ● Can I think of three questions pupils asked me yesterday?
<ul style="list-style-type: none"> ● How often do I praise pupils? ● What do I praise them for? ● Do I praise too much? ● What effect does my praise have on learning? ● Should I praise different pupils for different things? ● Should I praise effort or attainment? 	<ul style="list-style-type: none"> ● Am I effective at modelling listening skills for my pupils? ● How many opportunities do I provide for pupils to listen to each other? ● Are pupils in my lessons good at listening to each other? ● What other ways do pupils learn? ● Do pupils learn more by talking than listening? ● How many opportunities do I plan for pupils to talk about their learning?

Resource sheet 4

Collaborative small-group work

Small-group work develops students' social skills and fosters cooperative skills, such as the need to accommodate other points of view. Groups have a higher problem-solving capacity, which means you can set more difficult problems than in individual work. However, effective small-group work requires a lot of preparation, and you may need to teach certain skills beforehand.

- **Sharing skills:** Students often have difficulty sharing time and materials and can try to dominate the group. You can teach them to cooperate with one another, and provide each other with help in a constructive way, e.g. by using the 'round robin' technique, where students are asked to give answers in turn until all have contributed.
- **Participation skills:** Other students may find it difficult to participate in group work because they are shy or uncooperative. Structure the task so that these students have to play a particular role in the group or by giving all students time tokens, worth a specified amount of talk time. (Students give the token to a peer when they have used up their talk time, after which they are not allowed to say anything more.)
- **Communication skills:** If students cannot effectively communicate their ideas to others, this will make it difficult for them to function in a cooperative group. Skills such as paraphrasing may need to be explicitly taught to students before small-group work can be used.
- **Listening skills:** Younger students in particular may sit waiting for their turn to contribute without listening to other students. Counteract this by making students paraphrase what the student before them said, before allowing them to contribute.

Before you start the task, clearly state the goals of the activity (which should be group goals), and make clear that cooperation between students in the group is desired.

Allocating group roles

The ability-mix within a cooperative group should be fairly, but not overly, heterogeneous. Structure the task in such a way that every group member is assigned a particular role. These might be as follows:

- The **summariser** prepares the group's presentation to the class and summarises conclusions reached.
- The **researcher** collects background information and looks up any additional information needed.
- The **checker** checks that the facts are correct and will stand up to scrutiny from the teacher or other groups.
- The **runner** finds the resources needed to complete the task, such as equipment and dictionaries.
- The **observer/troubleshooter** takes notes and records group processes (for debriefing).
- The **recorder** writes down the group's major output and synthesises the work of other group members.

After finishing the group task, the results should be presented to the whole class. Start a debriefing session, focusing on the effectiveness of the collaboration, by asking students what they thought went particularly well or badly during group work (the 'observers' will be able to comment on this).

Source: www.teachernet.gov.uk

6 Classroom behaviour unit: 6.4S	
Title	Developing positive rules and protocols to support effective teaching and learning across the curriculum
Level	Getting started
Audience	Staff
Purpose	<ul style="list-style-type: none"> ● To support staff in developing classroom rules, protocols and behaviour plans ● To support staff in leading discussions with pupils about rights and responsibilities, rules and routines
Possible use	<p>This unit can be used to promote dialogue about developing role models for behaviour for learning, lesson planning and consistency during:</p> <ul style="list-style-type: none"> ● department meetings ● whole-school CPD activities ● NQT, OTT, GTP, higher-level teaching assistant and cover supervisor inductions ● coaching or mentoring sessions with experienced and less experienced staff.
Impact can be measured by	<ul style="list-style-type: none"> ● clearly displayed rules and protocols in all teaching areas; ● consistent expectation of behaviour by all staff; ● improved behaviour levels overall.
Links to other action plan toolkit sections	<p>Everyday policies</p> <p>Curriculum</p> <p>Attendance</p>
Links to other material in this section	<p>Pupils: Getting started</p> <p>6.4P Involving pupils in negotiating classroom rules and protocols</p> <p>Parents/carers: Getting started</p> <p>6.4PC Informing parents about rules and protocols in the classroom to support learning</p>
Reference to other resources	<p><i>Elton Report, The (1989) Discipline in schools</i> Report of the committee of enquiry chaired by Lord Elton. London: HMSO</p> <p>Examples of managing behaviour in the classroom, including helping pupils develop higher-order thinking skills</p> <p>Galvin, P. (1999) <i>Behaviour and discipline in schools: practical, positive and creative strategies for the classroom</i>. London: David Fulton Publishers</p> <p>Hay McBer (2000) <i>Research into teacher effectiveness: a model of teacher effectiveness</i></p> <p><i>Introductory training for school support staff</i> (behaviour management module) (DfES 0594/2003)</p> <p><i>Introductory training for teaching assistants in secondary schools</i> (behaviour management module) (DfES 0554/2001)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES 0392/2003)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES 0055-2004)</p> <p>MacGrath, M. (2001) <i>The art of teaching peacefully, improving behaviour and reducing conflict in the classroom</i>. London: David Fulton Publishers</p> <p>McConnon, S. & M. (2002) <i>Your choice – A personal skills course for young people</i>. People First</p> <p>Merritt, F. (1993) <i>Encouragement works best: positive approaches to classroom management</i>. London: David Fulton Publishers</p> <p>Mosley, J. (1999) <i>Quality circle time in the secondary school</i>. London: David Fulton Publishers</p>

6 Classroom behaviour unit: 6.4S

Reference to other resources
(continued)

Range of teacher resources to support improving behaviour and attendance

Reynolds, D., and Muijs, Daniel (2001) *Effective teaching*. Paul Chapman Publishing

Rogers, B. (1991) *You know the fair rule*. Pitman

Rogers, B. (1994) *Managing behaviour: prevention*. London: Quartus

Rogers, B. (2000) *Cracking the hard class*. London: Paul Chapman Publishing

Rogers, B. (2000) *Behaviour management*. London: Paul Chapman Publishing

Self-study materials for supply teachers (classroom and behaviour management) (DfES 0260/2002)

SEN Strategy *Every child matters*

Time for standards, which includes the consultation document *Developing the role of school support staff* (www.teachernet.gov.uk/remodelling)

Working with teaching assistants in secondary schools (DfES 0115/2003; video and explanatory notes)

www.dfes.gov.uk/ibis/

DfES Improving Behaviour in Schools website – with case studies, links and examples of behaviour improvement strategies

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www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement/

Developing positive rules and protocols to support effective teaching and learning across the curriculum

Introduction

In working through this unit staff may also wish to review the contents of Key Stage 3 training materials, *Behaviour and Attendance Core day 2*, session 3: Creating a positive whole school climate.

Characteristics of an effective school include:

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

Source: HMCI Report 01/02

Classrooms with established and agreed rules and protocols provide a structured, safe and supportive environment for learning.

The purpose of the rules is to:

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

The Key Stage 3 training materials, *Behaviour and Attendance Core day 2* (session 2: Developing staff skills to support pupils) also make the connection between classroom rules and protocols and Maslow's hierarchy of need.

At the start of each school year, and with each new class, effective staff establish with pupils the rules and protocols that will guide behaviour and attendance in lessons.

These rules and protocols form an integral part of the curriculum and staff regularly review and revise them throughout the year.

Where this is most successful, pupils are involved in formulating and agreeing the rules and protocols. A classroom consensus is more likely to:

- promote mutual understanding and respect;
- encourage shared ownership;
- ensure that pupils understand their rights and responsibilities;

- make pupils feel that their views are respected and valued;
- model negotiation skills;
- give pupils a sense of investment in the learning process and in the wider school community.

In working through this unit staff may want to review unit 6.4P: Involving pupils in negotiating classroom rules and protocols.

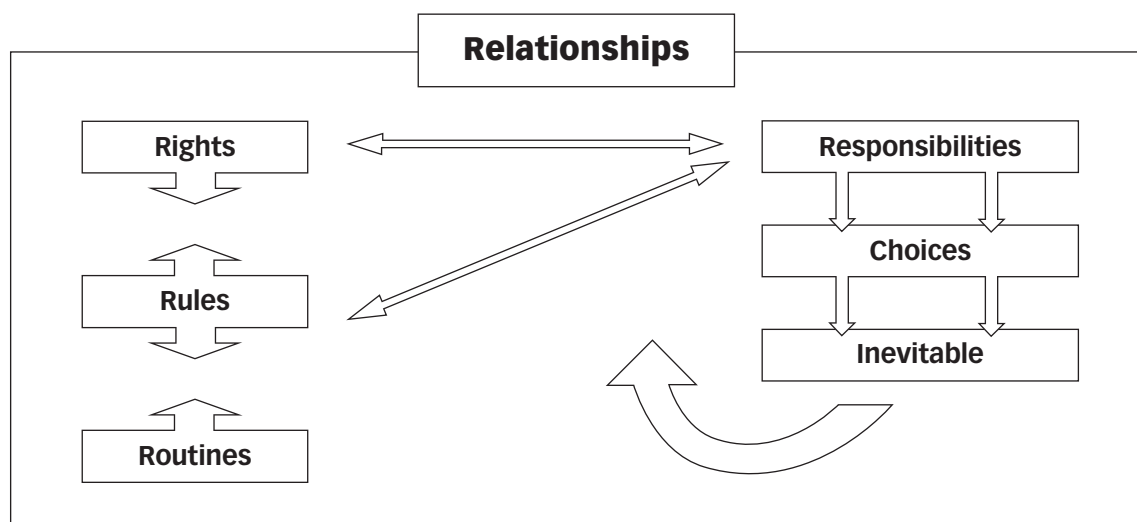
Rules ought to at least be discussed with the class and preferably worked out together with the teacher. It is easier to discipline when rules are clear and agreed.

Rogers, B. (1991) *You know the fair rule*. Pitman

Promoting and supporting pupils' rights and responsibilities

In order to establish effective rules and routines it is important to consider the rights and responsibilities on which they are based.

Before negotiating classroom rules, ensure that pupils are familiar with their rights and responsibilities. It may help to consider the framework outlined below.



A version of this framework also appears in the *Training material for teaching assistants in secondary schools* (DfES 0554/2001) and the *Self study materials for supply teachers* (classroom and behaviour management) (DfES 0260/2002).

When considering rights and responsibilities, rules and routines, we need to include an overarching fifth aspect in order to promote the successful implementation of any activity within the classroom: **relationships**.

It is in this context that rights, responsibilities, rules and routines should be considered.

These interconnected factors provide:

- a structure that enables pupils to explore the fairness of positive behaviour management approaches, and to take responsibility for their own choices;
- a consistent framework that can be taught to pupils by explaining the connections between the parts;
- a clear understanding of expectations, thus reducing conflict and tension and maintaining a focus on learning.

Most pupils are responsive to this framework and:

- understand the **rights** of others to learn;
- see the need for **rules**;
- accept and cooperate with classroom **routines**;
- exercise appropriate **responsibility** for their behaviour.

Rights and responsibilities – Pupils and staff have rights in the classroom. For example, the right to feel safe, to be respected and to have their learning potential maximised. With those rights come responsibilities. For example, a responsibility to ensure that others feel safe and respected. Staff will need to ensure that pupils are aware of their rights and have their rights upheld. Effective behaviour planning ensures that pupils are aware of their rights and supported in meeting their responsibilities.

In addition, staff have the right to work in a school where they feel safe, respected and have their potential maximised.

Rules – are the mechanism by which rights and responsibilities are translated into adult and pupil behaviours, thus effectively promoting positive behaviour and supporting teaching and learning.

Staff in schools have discovered that the most effective rules are:

- negotiated and agreed;
- seen to be fair;
- clear;
- consistently applied;
- short and to the point;
- phrased positively;
- enforceable;
- related clearly to rights, responsibilities and routines.

Routines or protocols – It is through routines or protocols that rules, rights and responsibilities are consolidated. They reinforce classroom order and ensure a calm atmosphere for learning.

Choices – A powerful and effective way of helping pupils to accept responsibility for their own behaviour is through encouraging them to make choices. Some choices they make will be inappropriate. Emphasising the logical relationship between the choice a pupil makes about their behaviour and the consequences they have chosen as a result of that behaviour is important. By using the language of choice, personal responsibility is located with the pupil.

Consequences – Positive consequences (acknowledgement, praise and rewards) are a result of pupils making responsible choices and are the key to the promotion of positive behaviour, good attendance and attainment. Effective consequences are clear, inevitable and occur as a result of pupil choices.

Effective teachers emphasise clear consequences and carefully plan their inclusion in the behaviour planning process. Recognition by the teacher of positive choices by pupils will include:

- non-verbal acknowledgement and recognition of positive behaviour and attendance (smiling, thumbs up);
- verbal acknowledgement and praise (genuine praise statements, tone of voice, humour, demonstration of trust);
- formal recognition – in class (certificates, notes, points, stickers);
- formal recognition – school-wide systems (standard letters home, merit systems, achievement assemblies, awards).

Effective positive recognition is:

- genuinely earned;
- motivating to the pupil(s) concerned;
- sincerely given;
- never taken away.

Should pupils choose inappropriate behaviour they will inevitably receive a negative consequence (sanction). Effective behaviour planning ensures that staff have considered the hierarchy of negative consequences (sanctions) that they intend to apply when pupils make inappropriate choices. Sanctions are intended to set boundaries and discourage poor choices but are not effective in teaching or promoting positive behaviour. The most effective sanctions:

- inconvenience pupils but do not humiliate;
- are applied fairly and consistently;
- are reasonable;
- are related to the behaviour concerned;
- allow pupils a 'way out' to return as quickly as possible to making more positive choices;
- should begin with disappointment, disapproval and rule reminders.



Activity 1

You could use **Resource sheet 1** to help make a list of pupil rights and corresponding responsibilities and consider the action that needs to be taken by all staff in order that these can be established. Some examples have been completed.

Consider how the rights and responsibilities link to whole-school values and principles.

Point to note: Parallel activities are included in units 6.4PC (Resource sheet 4) and 6.4P (Resource sheet 2). Collate the information to inform a policy review and to check for consistency.

Classroom rules

Classroom rules protect people's rights and reinforce responsibilities. This helps pupils and staff feel safe and able to teach and learn effectively. Rules that are negotiated and applied fairly and consistently can contribute to the creation of a calm and purposeful learning environment. Equally, they ensure a balance between rights and responsibilities, and promote a sense of cohesion in the school community.

The most effective classroom rules are:

- developed with the pupils;
- based on observable, teachable behaviours;
- clear, positive and enforceable;
- expressed in inclusive language;
- few in number;
- clearly displayed;
- evaluated, reviewed and changed, as necessary.

Effective teachers integrate the operation of rules into every aspect of teaching and learning. The hallmarks of well-maintained classroom rules are clarity of instruction, consistency of application and effective role modelling.

The table below (from Key Stage 3 training materials, *Behaviour and Attendance Core day 2* (session 3: Creating a positive whole-school climate)) illustrates some of the common areas around which classroom rules are constructed.

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



Activity 2

Work together with a colleague or across the department to clarify the rules in place in the classes that you teach. Discuss:

- how they were negotiated and agreed;
- how far they meet the criteria for effective rules;
- how often they are referenced and reviewed.

You could use the information gained to help you review rules with the classes that you teach.

Classroom protocols – routines

Established protocols help lessons to run smoothly and ensure that pupils focus on learning.



Activity 3

Resource sheet 2 highlights aspects of the lesson where protocols will support effective teaching and learning by minimising potential disruption.

Consider the protocols that are currently in place in your classroom.

Look at the guidance notes concerning effectiveness on **Resource sheet 3**. Review your protocols and consider:

- how effective they are;
- your particular strengths;
- changes that would improve practice;
- what the result would be if you achieved those changes.



Activity 4

Work with a colleague, or as a department, to consider the rewards and sanctions currently in place as part of the behaviour planning framework.

- How effective are the rewards and sanctions you currently use in promoting positive behaviour and in discouraging poor behaviour choices in your lessons?
- How far are these existing rewards and sanctions applied in line with whole-school policy?
- What changes would you like to see?
 - How might these be achieved?
 - What impact might be expected?
- How might you gather the views of pupils on this issue?

[Rewards and sanctions will be covered in detail in section 2 of the Toolkit 'Everyday policies – rewards and sanctions'.]

Developing a classroom behaviour plan with pupils

A classroom behaviour plan contains the negotiated rules and routines, and outlines the consequences of behaviour choices. The purpose is to support effective teaching and learning. Staff may be clear about their expectations of behaviour for learning, but this is an opportunity to recruit the ideas and active support of pupils for it. Behaviour plans are an important bridge between staff expectations and pupil behaviour.

It would not be helpful to have different rules implemented in classrooms, so the school needs a mechanism for agreeing the common elements, by, for example:

- agreeing the common areas around which behaviour plans should be constructed;
- developing the plan with other staff including teaching assistants (ensure supply staff and cover supervisors are also aware of plans);
- establishing a whole-school approach to the introduction of behaviour plans;
- agreeing how plans will be monitored and reviewed;
- submitting classroom behaviour plans to the behaviour and attendance leader for central management.



Activity 5

Establishing and reviewing the classroom behaviour plan

Resource sheet 4 provides a useful framework for establishing the components of a classroom behaviour plan with staff and pupils.

Once the classroom behaviour plan has been agreed, use the checklist on **Resource sheet 5** to review effectiveness. The prompts could be used to support peer observation and discussion.

Summary

By the end of this unit staff will:

- be able to develop positive rules and protocols to support effective teaching and learning;
- understand how to promote and support pupils' rights and responsibilities;
- know how to develop an effective classroom behaviour plan.

Resource sheet 1

Pupil rights	Pupil responsibilities	Staff actions: <i>What I need to do ...</i>
To be listened to	To listen to others	Plan opportunities for pupils to practise talking and listening to others and develop their skills Be a role model by being a good listener
To feel safe and secure	To look after their friends	Create a calm environment Listen to all worries and concerns Consistently apply the school's anti-bullying policy
To be included in all learning activities	To come to school and be on time	Provide learning experiences that are accessible to all pupils Start the lesson on time

Resource sheet 2

Classroom protocols: context checklist

Protocols are established for:	Agree	Not sure	Disagree
1. Entering classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Distribution and collection of materials/equipment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Gaining staff attention and assistance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Transition between activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Staff gaining attention of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Setting and collecting homework and completed tasks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Group work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Late arrivals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Seating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Close of lesson feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Exit from classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Comments

Key points for action

Resource sheet 3

Classroom protocols

An effective classroom environment would include protocols which are:

- **Effective**
The taught behaviour underpins effective learning.
- **Clear**
The routine is described succinctly and in observable terms.
- **Taught**
The routine is explained, setting out aims and expectations and differentiated as necessary to the class.
- **Modelled**
Staff model behaviour for learning, noticing and acknowledging pupils who follow protocols.
- **Practised/rehearsed**
Pupils are offered opportunities to practise the routines as necessary.
- **Reinforced**
Planned positive recognition is used to reinforce the teaching of new routines and to provide supportive feedback to pupils who follow protocols.
- **Reviewed**
Routines are regularly reviewed for effectiveness and changed or re-taught as necessary.

Resource sheet 4

Components of the classroom behaviour plan

When creating a classroom behaviour plan, discuss with the class its expectations about behaviour and attendance and the effect of behaviour on learning. Invite pupils' cooperation and support before considering the following components.

Rights and responsibilities: give the structural framework against which responsibility and accountability can be measured – the expectation of the way things should be.

- Rights will be enshrined in the school's core values and principles.
- Beliefs that pupils and staff hold about rights and responsibilities must be congruent with school values and principles.
- Responsibilities correspond to rights.
- Responsibilities will be general and more specific.

Rules: give formal protection to rights and highlight responsibilities.

A maximum of five rules:

- positively and concisely phrased;
- based on observable, teachable behaviours;
- discussed and negotiated with pupils;
- displayed with diagrams or pictures showing what the rule looks like.

Routines:

- provide a structure to support teaching and learning;
- are simple, clear, taught, and consistent.

Consequences

Rewards: acknowledge when pupils make good choices about their behaviour, and:

- build self-esteem and positive relationships;
- are specific, appropriate, measured and genuine;
- motivate pupils to choose appropriate behaviour.

Sanctions: stated/negotiated outcomes related to an inappropriate behaviour:

- occur when pupils make inappropriate behaviour choices;
- ensure a calm atmosphere is maintained;
- are certain, inevitable, fair and appropriate;
- do not humiliate;
- make links to more specific pupil support which can assist individual pupils further, e.g. individual behaviour plan;
- enable positive relationships to be maintained.

Parallel activities are included in units 6.4P and 6.4PC.

Resource sheet 5

Classroom behaviour plan checklist

	Comments
Rules displayed	
Rules negotiated/discussed with students	
Rules referred to in lessons and reinforced by planned rewards and sanctions	
Rewards small and achievable	
Reward system visible and/or part of routines and teaching	
A mixture of group and individual rewards in place	
Positive feedback recorded and followed up	
Appropriate praise given	
Hierarchy of consequences stated	
Hierarchy of consequences displayed	
Consequences recorded and followed up	
Inappropriate behaviour linked to rule reminder for pupils	

Key points for action

6 Classroom behaviour unit: 6.5S	
Title	Exploring classroom dynamics to promote classroom behaviour
Level	Developing good practice
Audience	Staff
Purpose	<ul style="list-style-type: none"> To raise awareness of the importance of classroom dynamics in teaching and learning, and to suggest how they might be evaluated and improved
Possible use	<p>To initiate a review in:</p> <ul style="list-style-type: none"> department meetings whole-school CPD activities NQT, OTT, GTP, higher-level teaching assistant and cover supervisor inductions coaching or mentoring sessions with experienced and less experienced staff
Impact can be measured by	<ul style="list-style-type: none"> an increase in positive and constructive classroom interactions between pupils and staff; positive behaviour being modelled to all pupils by staff and other pupils.
Links to other action plan toolkit sections	<p>Everyday policies</p> <p>Curriculum</p> <p>Attendance</p>
Links to other material in this section	<p>Pupils: Getting started</p> <p>6.5P Influencing the behaviour of peers</p> <p>Parents/carers: Developing good practice</p> <p>6.5PC Communicating with parents/carers about their child's positive behaviour in lessons</p>
Reference to other resources	<p><i>Elton Report, The (1989) Discipline in schools</i> Report of the committee of enquiry chaired by Lord Elton. London: HMSO</p> <p>Examples of managing behaviour in the classroom, including helping pupils develop higher-order thinking skills</p> <p>Galvin, P. (1999) <i>Behaviour and discipline in schools: practical, positive and creative strategies for the classroom</i>. London: David Fulton Publishers</p> <p>Hay McBer (2000) <i>Research into teacher effectiveness: a model of teacher effectiveness</i></p> <p><i>Introductory training for school support staff</i> (behaviour management module) (DfES 0594/2003)</p> <p><i>Introductory training for teaching assistants in secondary schools</i> (behaviour management module) (DfES 0554/2001)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES 0392/2003)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES 0055-2004)</p> <p>MacGrath, M. (2001) <i>The art of teaching peacefully, improving behaviour and reducing conflict in the classroom</i>. London: David Fulton Publishers</p> <p>McConnon, S. & M. (2002) <i>Your choice – A personal skills course for young people</i>. People First</p> <p>Merritt, F. (1993) <i>Encouragement works best: positive approaches to classroom management</i>. London: David Fulton Publishers</p> <p>Mosley, J. (1999) <i>Quality circle time in the secondary school</i>. London: David Fulton Publishers</p>

6 Classroom behaviour unit: 6.5S

Reference to other resources
(continued)

Range of teacher resources to support improving behaviour and attendance

Reynolds, D., and Muijs, Daniel (2001) *Effective teaching*. Paul Chapman Publishing

Rogers, B. (1991) *You know the fair rule*. Pitman

Rogers, B. (1994) *Managing behaviour: prevention*. London: Quartus

Rogers, B. (2000) *Cracking the hard class*. London: Paul Chapman Publishing

Rogers, B. (2000) *Behaviour management*. London: Paul Chapman Publishing

Self-study materials for supply teachers (classroom and behaviour management) (DfES 0260/2002)

SEN Strategy *Every child matters*

Time for standards, which includes the consultation document *Developing the role of school support staff* (www.teachernet.gov.uk/remodelling)

Working with teaching assistants in secondary schools (DfES 0115/2003; video and explanatory notes)

www.dfes.gov.uk/ibis/

DfES Improving Behaviour in Schools website – with case studies, links and examples of behaviour improvement strategies

www.dfes.gov.uk/teachingreforms/leadership/mcber/index.shtml

www.chalkface.com

www.schoolscouncil.org

Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools

www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement/

Exploring classroom dynamics to promote classroom behaviour

Introduction

The relationships and interactions between pupils and staff, pupils and pupils, and staff with each other all impact on the teaching and learning environment within the classroom.

These relationships will also be changing throughout the day as additional influences come into play, for example, in curriculum subject areas, teaching approaches and styles and the composition of different class groups.

The way in which people relate to each other and to the learning environment can be called the classroom dynamic.

Many variables impact upon this, including:

- the time of day;
- the nature of the previous lesson, or break/lunchtime;
- the weather;
- the point reached in the school term or year;
- an event in the news;
- how people are feeling;
- the relationships between people.

In working through this unit staff may want to review the materials in Key Stage 3 *Behaviour and Attendance Core day 2* (session 2: Developing staff skills to support pupils and session 3: Creating a positive whole-school climate).

I am a decisive element in my classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather. As a teacher I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humble or humour, hurt or heal. In all sets it is my response that decides whether a crisis will be exacerbated or de-escalated – a child humanised or de-humanised.

Ginnott (1972)

Consider how you might use this quote and the information on Maslow's hierarchy of need (Key Stage 3 *Behaviour and Attendance Core day 2*, session 3) to reflect on some of the dynamics that might be at play within classes you currently teach.

You could use this information together with ideas gained from Key Stage 3 *Behaviour and Attendance Core day 2* training materials (session 2, task 1) to reflect on the characteristics of the relationships between pupils and staff in two classes that you currently teach.

Good relationships

Good relationships have a critical impact on learning, behaviour and attendance. Every member of the school community has an entitlement and a responsibility to contribute to their development. Positive relationships are more likely to flourish in a school ethos based on shared values, principles and beliefs. It is through positive relationships that pupils:

- develop confidence;
- feel supported when faced with a challenge;
- gain trust;
- feel safe;

and as a consequence, want to attend.

The characteristics of these positive relationships will include:

- genuine interest;
- trust;
- listening;
- respect;
- open dialogue;
- understanding;
- empathy.



Activity 1

This is a self-study exercise but could be shared with a colleague or mentor.

Consider a class you currently teach where you feel the dynamic has a positive influence on teaching and learning.

Consider how the characteristics of positive relationships mentioned above are demonstrated in this lesson. Try to think of specific examples relating to:

- pupil–pupil interactions;
- staff–pupil interactions;
- staff–staff interactions.

You may like to use **Resource sheet 1** to help you frame your thoughts.

Repeat this exercise with reference to a class where you feel the dynamic has a negative influence, and suggest two or three ways this situation might be improved.

By tracking a group of pupils across a school it is possible to see how the dynamic changes depending on the following factors.

The people in the group and their roles and responsibilities:

- the staff–pupil relationship;
- how established the rules and routines are;
- the level of inclusivity – do all pupils access the learning?

The lesson:

- whether the teacher accommodates different learning styles;
- whether the learning is appropriately pitched and differentiated;
- how established the rules and routines are.

The classroom ethos:

- whether rights and responsibilities are respected;
- whether contributions are valued;
- whether pupils and staff are listened to.



Activity 2

For each of the bullet points above, consider a class or group that you teach where the issues may be relevant (for example: a group where the staff–pupil relationship is poor; a class where there is a wide range of abilities and some struggle to access the learning; a group where you have taken full account of a range of learning styles).

For each example consider:

- how the issue impacts on behaviour for learning;
- how you could influence the dynamic of the group to improve behaviour for learning.

You may find it useful to complete **Resource sheet 2** in order to focus your reflections.

Staff may want to follow this activity with a personal reflection on the relationships they have developed with classes they currently teach, and to follow this up in discussion with a colleague or mentor to identify good practice and build new approaches.

Key Stage 3 *Behaviour and Attendance Core day 2* (session 2) provides more information on developing staff–pupil relationships, including pupils' perceptions of a 'good' teacher and how they relate to staff characteristics.

Case study: Reviewing classroom dynamics in a 'difficult' class

In the staffroom at Randall High School the topic of conversation is often 7A and 'what a dreadful tutor group it is'. Nearly all staff who teach the class find them 'difficult' and those having to cover for absent colleagues are given sympathy from others. The form tutor is feeling overwhelmed by complaints from colleagues about her form. She has tried a number of approaches to improve the situation and has had good reports from some teachers and teaching assistants about the efforts being made by the group. The school has a policy for supporting staff in this type of situation and, as a result, staff who work with 7A share successful practice and support each other in trying out new ideas. The behaviour and attendance leader has arranged for the group to be 'shadowed' for a day by the behaviour and attendance consultant to provide additional insights into the dynamics: staff are looking forward to some feedback. The consultant made notes on staff and pupil activity at different episodes during the lesson. She also followed the class between lessons, waited in corridors and observed registration time.

Following the day, the consultant wrote to the school strategy manager detailing her observations in relation to:

- planning;
- communication;
- timing;
- relationships.



Activity 3

Think about the different pupil sub-groups within a class that you teach and how they respond to the learning stimulus and social environment. Using **Resource sheet 3**, consider the advantages and disadvantages of applying this model to classes that you teach and whether this way of looking at the class or group is helpful to you. Reflecting on one particular class, consider how you might ascribe pupils to the categories described below. (Of course, pupils will move between categories depending on other factors affecting the dynamic in the classroom.)

- How does your teaching help pupils to be positive towards learning?
- What are the triggers for behaviour stimulated by disaffection in this classroom?
- How can you reduce disaffection and maximise learning?
- Identify pupils who are influential with others and suggest ways you might encourage them to be positive models for others.



Activity 4

Review the information gained by shadowing 7A and by studying the consultant's follow-up letter on **Resource sheet 4**, and consider:

- any immediate action you can take;
- longer-term implications for the school;
- how the senior leadership team and other staff could carry out this type of observation as part of ongoing school self-evaluation.

Following activity 4, staff could consider the benefits such a consultant intervention might bring for them.

Next, staff could consider the needs of pupils in relation to the four areas of focus for the consultant, described on **Resource sheet 4**:

- planning;
- communication;
- timing;
- relationships.

Use **Resource sheet 5** to review the needs of pupils they currently teach and to plan strategies that will best meet these needs, sharing ideas with colleagues in or across departments.

Finally:

- consider the pupil needs described and add other suggestions from your own experience;
- review and discuss the teaching behaviours listed and add other suggestions;
- consider how these skills are applied successfully in your school;
- identify sources of good practice and consider how this practice might be shared across different departments or the whole school;
- establish the most effective ways of sharing good practice.

Peer observation

You could observe one or more participating colleagues and note any strategies they use that positively influence the classroom dynamic. Together you could develop a 'Directory of positive strategies' that work well in your own school context. An example is given as **Resource sheet 6**.

Resource sheet 7 describes techniques and strategies which have been successfully developed and applied by staff in one school to improve the classroom dynamic and promote a positive in-class ethos.

A range of strategies has previously been introduced in Key Stage 3 *Behaviour and Attendance Core day 1* (session 4) and *Core day 2* (sessions 2 and 3).

You may wish to consider these strategies as part of a training programme with the whole staff, or with selected staff groups such as newly qualified teachers or cover supervisors.

Summary

By the end of this unit staff will:

- understand the importance of classroom dynamics in promoting positive classroom behaviour;
- know how to support the learning needs of all their pupils in the classroom.

Resource sheet 1

How are the positive relationships characterised with the class?

Characteristics of positive relationships	Pupil–pupil	Pupil–staff	Staff–staff
Genuine interest			
Trust			
Listening			
Respect			
Open dialogue			
Understanding			
Empathy			

Resource sheet 2

Factors which affect classroom dynamics

Factors which affect the classroom dynamic	Does this factor have a positive or negative influence?	Note any actions that may positively influence the dynamic of the group
People		
Staff roles and responsibilities		
Relationships: pupil–pupil		
Relationships: pupil–staff		
Relationships; staff–staff		
Pupil confidence		
Pupil access to learning		
The lesson		
Established routines		
Different learning styles		
Differentiated learning		

Factors which affect the classroom dynamic	Does this factor have a positive or negative influence?	Note any actions that may positively influence the dynamic of the group
The classroom ethos		
Respect for rights and responsibilities		
Pupils and staff are listened to		
Contributions are valued		
Pupil response to teaching styles		

Resource sheet 3

Within any class group some pupils or groups of pupils can be more difficult to manage than others. It can often be useful to think about the whole class as a number of sub-groups rather than as a number of individuals all needing varying levels of management.

Teaching different types of learner

- **Keen learners**

This group of pupils need positive encouragement each lesson. They are independent learners who can often direct themselves in their work. They can be easily overlooked if staff are busy trying to manage the behaviour of other groups in the class. Positive feedback encourages them to maintain the high standards they have set for themselves, promotes a positive climate in the classroom and influences less well-motivated pupils to aim higher.

- **Receptive learners**

This group forms the majority of the class. They are influenced by the behaviour of both staff and other pupils. Staff who focus on motivating this group of pupils to move towards the 'keen learner' group use positive recognitions in a ratio of at least 5:1 positive to negative. They provide interesting, challenging and stimulating lessons, ensuring all pupils feel included in the learning activities and have a sense of 'belonging' in the classroom.

- **Passive learners**

This group of pupils may be feeling disaffected; school might not be a comfortable place for them. Staff find that this group require the most attention and skill in terms of behaviour management. They have the potential to move forward with the 'receptive learners' toward the 'keen learner' group or to become even more disaffected and disruptive and align themselves with the 'disengaged' pupil group. Staff will want to explore the 'What's in it for me?' factor for this group and to consider what motivates the pupils to respond positively to the teaching and learning activity in the classroom.

- **Disengaged learners**

These pupils can feel they do not 'belong' to the group, they are likely to require additional support, for example, referral to head of year, special educational needs coordinator, individual education plans, behaviour contracts and reports, referrals to outside agencies or pastoral support programmes. These learners require a team approach by staff who can share and build on successful strategies to engage these pupils.

Resource sheet 4

Observations of 7A: behaviour for learning

Thank you for inviting me to spend the day observing 7A. I found the pupils in 7A to be helpful, enthusiastic and keen to learn.

The purpose of the observations was to identify teaching strategies used by staff which promote behaviour for learning.

As I indicated in our brief discussion at the end of the day, there were some very positive strategies in place and in many lessons the pupils were engaged and making progress. The notes below outline some of the effective practice that I observed which seemed to have a positive impact on behaviour for learning. If these practices were consistently adopted in all lessons then I am sure that staff could continue to support 7A in their efforts to improve their behaviour for learning.

Observations are focused on the four areas agreed with the senior leadership team: planning, communication, timing and relationships.

Planning

Effective practice was observed with 7A where staff:

- plan for and maintain higher expectations of behaviour, effort and progress;
- have something for the pupils to do from the very start of the lesson;
- ensure all pupils can access the work;
- involve all pupils in all parts of the lesson;
- have the room prepared, where possible, before the start of the lesson;
- have the lesson objectives and the key vocabulary on the board for the start of the lesson;
- avoid copying: plan activities which require pupils to construct their own knowledge.

Communication

Effective practice was observed with 7A where staff:

- convey enthusiasm for the subject area and the topic;
- use pupils' names when talking to them;
- give clear instructions so that all pupils know what they have to do;
- share and explain the learning objectives and expected learning outcomes of the lesson;
- use questioning as a positive way to involve girls who are not paying attention, rather than tell them off;
- model to the class what you expect them to do during an activity so they know what they are aiming for; for example, if they need to write a newspaper report, show them what a newspaper report looks like or model how you would write one yourself;
- praise students when they achieve or make progress or demonstrate behaviour for learning.

Resource sheet 4 page 2 of 2

Timing

Effective practice was observed with 7A where staff:

- set deadlines for pupils to complete activities;
- enable the pupils to start learning as soon as they come into the room;
- do not let the rest of the class wait while one or two pupils get their diaries signed, find new exercise books, or come in late, and so on. Staff start the lesson first and then deal with details later.

Relationships

Effective practice was observed with 7A where staff:

- group pupils with others they could work well with;
- promote positive relationships through appropriate use of praise;
- promote positive relationship through the appropriate use of verbal and non-verbal encouragers;
- have an awareness of groupings that tend to cause disruption – and hence avoid them;
- use questions to help focus and extend pupil work;
- ensure they are consistent and fair in their responses to all pupils;
- focus on the behaviour as being 'inappropriate' and not the pupil;
- emphasise the role of choice in pupils behaviour.

I hope you find this feedback useful in preparation for our meeting next week.

Best wishes

B. A. Consultant

Resource sheet 5

How can staff support the needs of pupils in the classroom?

Pupils need	Teaching behaviour
To be working in a well-organised classroom with clear structure taught and in place	Make explicit expectations of behaviour for learning Support all pupils in meeting expectations
To feel they are responsible for managing their own behaviour	Negotiate rules and routines with pupils Encourage responsibility through offering pupils choice
To feel that they are listened to and that their ideas are valued	Plan opportunities for pupils to discuss and share their ideas Incorporate agreed pupil suggestions
To feel successful and confident – that they are making progress	Praise pupils appropriately for progress in effort and behaviour as well as achievement Address pupils' learning styles Involve pupils in self and peer assessment
To share feedback about learning and behaviour which helps pupils know how to make progress	Work with pupils to identify what they can do to make progress Involve pupils in planning/assessment
To feel that they belong to the class group and that they are respected, welcomed and secure	Plan opportunities for pupils to learn collaboratively Treat all pupils with respect Include all pupils, for example, welcome pupils returning after extended absence Consistently apply the anti-bullying policy
To be motivated and interested in the curriculum	Plan purposeful, challenging, engaging and motivating activities for all pupils

Resource sheet 6

A school directory of strategies for avoiding, diverting, defusing and managing challenging behaviour in the classroom environment

Adapted from a directory developed by Fairham Community College, Nottingham, as part of the Behaviour Improvement in Practice Project.

Avoidance strategies

- Be organised and on time.
- Try to have a positive or upbeat start to the lesson.
- Be aware of your tone of voice – calm and persuasive, not arrogant or condescending.
- Use your initiative, tailoring your actions to individual situations.
- Use pupils' names rather than referring to them in impersonal terms.
- Try to have a sense of humour; be relaxed.
- Give pupils a choice or a way out of situations.
- Deal with secondary issues at a later date. Loan a pen to those without, but follow this up after the lesson or as a reminder before the next lesson.

Diversionary strategies

- Give pupils responsibility.
- Change the subject or the conversation if possible.
- Acknowledge the reason for the conflict but say you will help or sort it out later.
- If appropriate, accept some responsibility for the situation and offer a new start.
- Be aware of the needs of the individuals and, where appropriate, modify tasks or offer support.
- Bring humour to the situation.
- Talk about pupils who have successfully dealt with other similar situations.

Defusion strategies

- Use a personal touch – pat on the back, use of name or reference to former achievements.
- Offer a dignified way out of conflict.
- Avoid personal comments.
- Remain calm.
- Praise previous good behaviour.
- Remove for a short period of time or offer time-out. Discuss the incident before re-admission.
- Smile.
- Divert by changing the topic of conflict.

Managing strategies

- Allow the pupil space – a way out, time-out, etc.
- Keep conversation impersonal.
- Don't make impossible demands.
- Avoid making threats – state facts and make statements.
- Follow up what you say you will do.
- Avoid physical contact.
- Use the agreed system – head of department, rota for on-call, head of year.
- Try to ensure the safety of others within the group.
- Be aware of individual education plan targets and the needs of individuals in the group.
- Avoid confining a pupil who is determined to leave – let him or her go and follow it up later.
- Use restraint as a last resort.

Resource sheet 7

Techniques for maintaining a peaceful classroom

Non-verbal signals reduce intrusion into the lesson

Develop hand signals meaning:

- stop;
- no;
- come;
- go;
- quiet;
- sit down;
- sit properly on the chair;
- sit here;
- sit there;
- listen.

Focus on pupils making choices

Pupils are more likely to cooperate if they feel that they have some control over themselves and their choices. If we present two choices that are both acceptable to us then pupils are less likely to make a different and unacceptable choice.

'Josie, come on in. You can sit here, or there.'

Reinforcing the structure of the plan

This provides reassurance to pupils that they will be allowed to move to their preferred activity and motivates pupils to complete current tasks. 'When you've finished that exercise, then you can use the computer.'

Pause for emphasis

Directions to pupils can appear vague or jumbled unless their attention is focused. Use a pause and a look to ensure that pupils are concentrating on what you are saying.

Direction and delay

Pupils may not feel able to comply with teacher instructions because of peer pressure. There are times when giving the pupil thinking time after the teacher has disengaged eye contact and possibly moved away helps the pupil to comply and not lose face with their peers.

Label the behaviour, not the pupil

When directly confronting inappropriate behaviour, pupils' self-esteem is vulnerable. Express disapproval of behaviour, not of pupils themselves. Use 'I' statements or messages, for example, 'I feel annoyed when you are interrupting me, listen quietly, thanks' instead of 'You are an extremely rude boy – shut up' ('you' messages can be confrontational).

Rules to provide distance

Correcting pupils with direct reference to rules shifts possible resentment away from teachers. Pupils are encouraged to remember agreements they made to keep the class rules. For example, 'Martha, what's our rule on talking to the group?'

Assertive direction

Pupils need clear instructions and are more likely to comply if they are delivered assertively. Assertive instructions also help preserve positive relationships with pupils.

For example, 'I need you to move to that seat ... thank you'. 'I want you to be quiet while I'm speaking ... thanks.'

The use of 'Thank you' following the instructions allows the teacher to model politeness while conveying an expectation that pupils will comply. Tone of voice makes it clear that this is an instruction, not a request.

Broken record

A first response to overt non-compliance could be to repeat the assertive statement in a carefully controlled neutral way, possibly up to two or three times.

Partial agreement

Pupils who try to justify their non-compliance are trying to express their own needs that are not compatible with the needs of the teacher or class. Acknowledgement of these needs allows a connection that can stimulate compliance. Follow up with a repeat of the assertive direction, for example, 'I know Alex has been helping you with that work but I need you to move to that chair.'

Tactical ignoring of secondary behaviour

If the pupil complies with the direction but does so with 'attitude', for example, slamming books down on the desk, the secondary behaviour can be tactically ignored. The initial objective has been achieved, the pupil has complied with the teacher instruction. Responding to these behaviours is likely to be confrontational, certainly distracts from the flow of the lesson and can be humiliating for the pupil, thus damaging the teacher-pupil relationship.

Choice/consequence

Persistent or blatant non-compliance with an instruction will require a response which sets limits to pupil behaviour. Before a consequence is imposed, pupils should be given an explicit choice, to comply or to accept the consequence; for example, 'Sarah, I need you to move to that chair over there now, or you will stay behind after class. Your choice.' Teacher breaks eye contact and moves away.

6 Classroom behaviour unit: 6.6S	
Title	Evaluating the impact of rules and protocols on classroom behaviour
Level	Ready for more
Audience	Staff
Purpose	<ul style="list-style-type: none"> ● To evaluate how routines impact upon teaching and learning ● To suggest ways that routines can support teaching and learning ● To provide activities for staff which prompt them to reflect on how they can adapt or enhance routines to support learning
Possible use	<p>These tasks can be used with several audiences to promote dialogue about rules, routines and protocols, for example during:</p> <ul style="list-style-type: none"> ● department/year team meetings ● CPD activities ● whole-school, NQT, OTT and GTP inductions ● peer mentoring sessions ● coaching or mentoring sessions with experienced and less experienced teachers
Impact can be measured by	<ul style="list-style-type: none"> ● observing lessons for evidence that teachers have established routines which support teaching and learning; ● observing lessons for evidence that pupils are aware of rules and routines; ● surveying staff for understanding about the links between rules, routines and learning.
Links to other action plan toolkit sections	<p>Everyday policies</p> <p>Curriculum</p> <p>Attendance</p>
Links to other material in this section	<p>Staff: Getting started</p> <p>6.4S Developing positive rules and protocols to support effective teaching and learning across the curriculum</p>
Reference to other resources	<p><i>Elton Report, The</i> (1989) <i>Discipline in schools</i> Report of the committee of enquiry chaired by Lord Elton. London: HMSO</p> <p>Examples of managing behaviour in the classroom, including helping pupils develop higher-order thinking skills</p> <p>Galvin, P. (1999) <i>Behaviour and discipline in schools: practical, positive and creative strategies for the classroom</i>. London: David Fulton Publishers</p> <p>Hay McBer (2000) <i>Research into teacher effectiveness: a model of teacher effectiveness</i></p> <p><i>Introductory training for school support staff</i> (behaviour management module) (DfES 0594/2003)</p> <p><i>Introductory training for teaching assistants in secondary schools</i> (behaviour management module) (DfES 0554/2001)</p> <p><i>Improving attendance and behaviour</i> (Ofsted 2001)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES 0392/2003)</p> <p>Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES 0055-2004)</p> <p>MacGrath, M. (2001) <i>The art of teaching peacefully, improving behaviour and reducing conflict in the classroom</i>. London: David Fulton Publishers</p> <p>McConnon, S. & M. (2002) <i>Your choice – A personal skills course for young people</i>. People First</p> <p>Merritt, F. (1993) <i>Encouragement works best: positive approaches to classroom management</i>. London: David Fulton Publishers</p> <p>Mosley, J. (1999) <i>Quality circle time in the secondary school</i>. London: David Fulton Publishers</p>

6 Classroom behaviour unit: 6.6S

Reference to other resources
(continued)

Range of teacher resources to support improving behaviour and attendance

Reynolds, D., and Muijs, Daniel (2001) *Effective teaching*. Paul Chapman Publishing

Rogers, B. (1991) *You know the fair rule*. Pitman

Rogers, B. (1994) *Managing behaviour: prevention*. London: Quartus

Rogers, B. (2000) *Cracking the hard class*. London: Paul Chapman Publishing

Rogers, B. (2000) *Behaviour management*. London: Paul Chapman Publishing

Self-study materials for supply teachers (classroom and behaviour management) (DfES 0260/2002)

SEN Strategy *Every child matters*

Time for standards, which includes the consultation document *Developing the role of school support staff* (www.teachernet.gov.uk/remodelling)

Working with teaching assistants in secondary schools (DfES 0115/2003; video and explanatory notes)

www.dfes.gov.uk/ibis/

DfES Improving Behaviour in Schools website – with case studies, links and examples of behaviour improvement strategies

www.dfes.gov.uk/teachingreforms/leadership/mcber/index.shtml

www.chalkface.com

www.schoolscouncil.org

Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools

www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement/

Evaluating the impact of rules and protocols on classroom behaviour

Introduction

In successful lessons rules and protocols are:

- discussed and agreed by all staff and pupils;
- used to establish swift starts to lessons;
- aimed at ensuring all pupils engage fully in the lesson;
- targeted to ensure all pupils are included in learning.

The impact of rules and protocols needs to be evaluated in order to identify effective practice.

An evaluation could include:

- how rules and protocols are negotiated and taught;
- how rules and protocols are reinforced;
- how rules and protocols are embedded;
- which rules and protocols are commonly respected;
- which rules and protocols are often broken.

(Please refer to unit 6.4S where rules and protocols are first established.)

Rules protect people's rights and help them to feel safe and able to teach and learn. Evaluation of the impact of rules and protocols should focus on the way they support staff and pupils to teach and learn to the best of their ability.

Most schools develop rules under the following categories.

Type of rule	Reasons for the rule
Movement around the class and seating plan	So that people can move around the classroom safely and sensibly, to reduce distractions and promote collaborative working
Communication	To ensure productive noise levels, collaborative working, and treating each other with respect
Learning	So that all pupils are included in learning, working to full potential and building on individual strengths
Safety	Security, health, prevention of injury and bullying behaviour
Conflict resolution	Resolving disputes quickly and fairly, de-escalating conflict and preventing serious confrontations
Dress code	Health and safety, school ethos and equality



Activity 1

This activity could be completed by a representative staff group, between a member of staff and a colleague, or through self-study.

Consider the rules and protocols that currently apply in the classroom, and complete the table on **Resource sheet 1** as a way of analysing their impact.

This exercise may raise the following issues.

- How embedded are these rules and protocols in classroom behaviour?
- Are there common areas of conflict in the classroom over particular rules?
- Do whole-school systems reinforce the rules and protocols applied in classrooms?

This exercise builds on Key Stage 3 *Behaviour and Attendance Core day 2* (session 3: Rules and expectations).

Effective staff make time to negotiate and explain the rules. This is effective behaviour planning. It helps pupils to learn positive behaviour skills and feel included in decision making. Time invested at the beginning of term with a new class will result in a calm, positive classroom where pupils feel safe, secure and able to meet staff expectations, leading to more positive learning outcomes.



Activity 2 – Classroom routines and protocols

A consistently applied routine for gaining the attention of the class will soon become embedded in the normal classroom protocols. **Resource sheet 2** shows various routines for gaining the attention of the class. Use this sheet to review strategies for gaining the attention of the whole class. Are there any new strategies you would consider trying? If the routine is effective, you will find that a 'critical mass' of attention will soon draw in the rest.

The following points should be considered.

- Secure the attention of everyone before starting, so that you are not competing for air space or shouting
- Aim for calm and focused interaction
- Avoid being too hurried
- Fix routines with every new class



Activity 3

This is an activity for pairs or for self-study.

- Choose a situation in your classroom for which you have an established routine.
- Describe it step by step to your partner.
- Explain what you do if pupils do not follow the routine.
- Reverse roles.
- Move on to other routines and share them in the same way, generalising about what makes them effective.

This activity builds on Key Stage 3 *Behaviour and Attendance Core day 1*.



Activity 4

This is an activity for self-study, or with a colleague. Listed in **Resource sheet 3** are some situations that require routines in classrooms. It is useful to spend a week observing what actually happens in the classroom at these times. For each routine, note:

- the routine you have established in your classroom;
- how effective it is on a scale of 1–5, where 1 is inefficient and ineffective and 5 is highly efficient and effective;
- which aspect in particular could be improved and how.

Use **Resource sheet 4** to help you to evaluate the impact of these routines on learning.

If you have identified areas for improvement, set one or two goals from the action column, and either:

- monitor the effectiveness of the new routines yourself;

or:

- enlist the support of a colleague to observe and give feedback on the effect of new routines on behaviour for learning.

The inclusion of teaching assistants in monitoring procedures is increasingly common. **Resource sheet 5** is a case study from a school which uses strategically placed teaching assistants to assist in support, monitoring and evaluation of classroom behaviour and learning.

A further case study, on peer observation, is included on **Resource sheet 6**.

Summary

By the end of this unit staff will:

- understand the link between rules, routines and learning;
- be able to establish routines which support teaching and learning;
- know how to ensure that pupils are aware of these rules and routines.

Resource sheet 1

Analysis of classroom rules

Type of rule	Rule content	Agreed by	Rehearsed	Impact on behaviour for learning
Movement	Always walk around the classroom	Whole-class discussion before a particularly active lesson	The type of movement expected and provide instant feedback	Classroom remains calm, work is safe on desks and pupils can focus on learning
Learning	Listen to each other in paired work			

Resource sheet 1 page 2 of 3

Type of rule	Rule content	Agreed by	Rehearsed	Impact on behaviour for learning
Communication	Put hand up to get attention from staff members			
Mutual respect	Express opinions without making personal comments about pupils			

Type of rule	Rule content	Agreed by	Rehearsed	Impact on behaviour for learning
Safety	One pupil at a time to use the electrical equipment			
Problem solving	Ask a member of staff for support. Do not disturb your friends who are working quietly			

Resource sheet 2

Routines for gaining attention of the class

Routines	Suggested techniques	Preferred options
A signal for the class to stop and listen	One hand in the air Clapping hands Keyword or phrase	
Position in classroom	Stand at front for maximum eye contact At side of classroom At desk In front of gathered group of pupils	
Warnings before stopping	'In 30 seconds we will stop ...' Signal on whiteboard Standing by desk	
Signal for pupils slow to respond	'Take-up time' allowed Mention quietly by name Final time warning or countdown Move to slow responder, or gesture	
Ways of supporting those who respond quickly	Smile, nod Thumbs up Verbal thanks Formal reward system	

Resource sheet 3

Common situations requiring routines and protocols

Situation	What happens in my classroom	How effective?					Action
		1	2	3	4	5	
Entering room							
Taking the register							
Collecting homework							
Gaining the attention of the class							
Transition between activities							
Lack of equipment							
Pupils arriving late							
Requests to leave the class							
Packing away							
Leaving the room							

Resource sheet 4

The impact of rules and protocols on teaching and learning

Situation	Impact on teaching and learning
Entering room	<p>Routines such as entering quietly, taking coats off and storing bags under desks mean the pupils will be more focused and ready to learn.</p> <p>If the board is prepared with lesson objectives and key words, pupils can begin to note these in their books.</p>
Taking the register	If this is done once pupils are engaged in an activity, there is more time for learning and the teacher does not have to ask for 'silence'.
Collecting homework	If this is done during an activity, the whole class is not waiting to learn.
Gaining the attention of the class	By giving a warning to the class 30 seconds before they need to stop, their discussion or thought processes are not stopped abruptly.
Transition between activities	Routines for gaining the attention of the class must be established to ensure that all pupils are able to listen to plenaries following activities and instructions for new ones.
Lack of equipment	By lending a pen to a pupil, teachers do not engage in disputes about why they have not brought in their own. A note can be made and it can be addressed with the pupil later if necessary.
Pupils arriving late	<p>By having a desk near the door, latecomers do not disturb other pupils as they make their way to their seats.</p> <p>The teacher can acknowledge the lateness with a gesture and then follow it up later. In this way, the rest of the class do not have their learning interrupted while the teacher engages in dialogue with a pupil about why they are late.</p>
Packing away	<p>By assigning pupils to tasks, only a few pupils need move around the room.</p> <p>By establishing routines for clearing away, there will be more time for teaching and learning during the lesson.</p>
Leaving the room	<p>Pupils should leave the room on time so they are not late for their next lesson.</p> <p>Routines should be established so that pupils stand behind their chairs before they leave. This ensures that chairs are pushed under the desks, which leaves the classroom environment more pleasant for the next class.</p>

Resource sheet 5

Firth Park Community College, Sheffield

This case study deals with the development of the role of teaching assistants and other support staff to raise standards and support pupils.

Summary

The school has recently undergone a radical overhaul of its approaches to the provision of teaching in order to deal with the challenges of deprivation, disadvantage and underperformance. It has recognised the greater contribution that teaching assistants could make to achieving these aims and has launched a pilot scheme to see the effects of broadening their role.

Background

Firth Park is an 11–16 comprehensive with 1350 pupils. The part of Sheffield where it is situated suffers from high unemployment as a result of the closure of the steel works. The school had gone through some troubled times, having been judged to have serious weaknesses, before the appointment of the current headteacher in 1995. Over the last six years she has established a professional framework for effective teaching, in a process that has included a new-build programme. The school has secured Arts College status.

What happened

The roles of the support staff and the teaching assistants have been dramatically altered to help achieve the school's teaching and learning objectives. Traditionally, teaching assistants were attached to statemented pupils, but now, in recognition of their many talents, some are attached to departments and some are attached to pastoral teams. This is part of a trial to evaluate the value of their support in key subject areas.

Other changes have also taken place. 'The community workers at the college were known as the midday supervisory assistants but we've thrown that horrible title away,' the headteacher says. 'We've trained them and they now run a series of clubs and societies, operate the late management system, collect pupils from classes for detention groups and operate as weekly mentors to two pupils each. In fact, all of the staff who do not teach are mentors and work with their charges during registration, PHSE lessons and some lunchtimes, as well as after school.' Some 80 Year 11 students are supported annually this way.

The desire for social inclusion is a driving force within the school. The teaching assistants have particular assets which qualify them to play a major part in the inclusion strategy. One of the teaching assistants says, 'Children respond better to us than they often do to the teachers and we have gentle influences over them.' Another confirms this: 'We spend more time with them so we know them and they know us better. They listen to us as their friendly adults.'

The changes that are taking place are seen by the teaching assistants as being obvious and inevitable. Further developments in their role are anticipated, including some of them becoming teaching cover assistants. The headteacher envisages the Arts College status creating new opportunities for teaching assistants: 'We need to explore how they can help us to link up the arts across the curriculum.'

Resource sheet 5 page 2 of 2

The deputy head sees a two-tier approach emerging from their existing practices. 'We need to discover how the students can best benefit from the teaching assistant role.' He also highlights the need for increased training. 'We are aiming for Investors in People status and there are training implications. Teaching assistants need improved training when they become involved in specialist work and there is a huge issue about differentiation in lessons which the teaching assistants can help us to address.'

Issues/Pitfalls

Firth Park has a high number of pupils with special educational needs. It remains to be seen whether the diversion of the teaching assistants away from their core function will reduce the service to SEN pupils. The departments also need to take account of those pupils with mental health problems and there are questions whether the teaching assistants should address these needs.

May 2002

Source: www.teachernet.gov.uk

Amended 2004

Resource sheet 6

Firth Park Community Arts College, Sheffield

Monitoring teacher effectiveness

The school operates a quality assurance scheme, which provides a series of pro-formas to be used in peer observation programmes. There are various strands in the annual cycle, including:

- Peer observation week. Non-contact time is allowed throughout the college for staff to observe and learn from their more experienced peers, or from a member of staff with a new idea or strategy to share.
- Observations of all faculty staff by middle managers. Observations are made on teaching strategies, learning styles, pace, and use of resources.
- Checks of pupils' work. Marking in books is monitored by middle managers in order to achieve consistency.

The whole scheme is monitored and evaluated by a member of the senior leadership team, who ensures that deadlines for completion and consistent feedback are maintained across the college.

March 2004

