Key Stage 3
National Strategy

Behaviour and Attendance Strand

Toolkit unit 8
Curriculum

Contents

Overview

Title	Curriculum
Audience	Senior staff in school, e.g. the behaviour and attendance leader or lead behaviour professional, mediated by behaviour and attendance consultants
Purpose	For senior staff to adapt material as part of a flexible training programme, including self-study. The programme should ensure that staff know, understand and have access to a curriculum that focuses on improving behaviour and attendance and subsequently learning.
Possible use	The behaviour and attendance leader or other member of the senior leadership team could use this toolkit unit to: • develop a strategic approach to emotional health and well-being to support improvements in behaviour and attendance; • ensure that the benefits of the National Healthy Schools Programme are understood by the whole school community; • improve the quality of teaching and learning; • explore the current curriculum design and the inclusion of social, emotional and behavioural skills and behaviour for learning; • review existing practice and develop a broad and balanced curriculum which engages and motivates pupils; • identify good practice and future actions.
Impact	Impact can be measured by: • curriculum plans which show how social, emotional and behavioural skills can be developed in all subjects; • curricular time dedicated specifically to behaviour for learning; • continuing professional development (CPD) programmes which include training in teaching strategies to promote behaviour for learning; • all staff actively engaged in teaching social, emotional and behavioural skills; • subject distribution which is sensitive to both pupil and staff needs; • a curriculum which actively and effectively promotes positive behaviour and regular attendance; • pupil grouping which supports positive behaviour and regular attendance.
Links to other toolkit units	Toolkit units 1: Leadership and management; 2: Everyday policies: rewards, sanctions and promotion of positive behaviour; 3: Dealing with consistently poor behaviour; 6: Classroom behaviour; 7: Out-of-class behaviour
References to other resources	Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R) Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R) Behaviour and attendance training materials: Core day 3 – *Monitoring whole-school practice to promote positive behaviour and attendance* (DfES 0020-2004 R) Behaviour and attendance training materials: Core day 4 – *Developing emotional health and well-being: a whole-school approach to improving behaviour and attendance* (DfES 0182-2005 R) DfES *Pedagogy and practice: teaching and learning in secondary schools* (DfES 0423-2004 G); DVD (DfES 0445-2004 GDVD) DfES *Working together: giving children and young people a say* (DfES 0134-2004) NFER (2003) Evaluation of Increased Flexibilities Programme: survey of schools 2003

	NHSS (2004) *Promoting children and young people's participation*, ISBN 1-84279-264-4
	NHSS (2003) *Promoting emotional health and well-being*, ISBN 1-84279-263-6
	Ofsted (2003) *Framework for Inspecting Secondary Schools*
	Primary social, emotional and behavioural skills (SEBS) pilot
	www.wiredforhealth.gov.uk
Note	Participants will need highlighter pens and sticky notes for activity 2.2, and a selection of timetables for pupils across the school for activity 3.1.

Introduction

This toolkit unit is designed for use by senior staff in school, for example behaviour and attendance leaders or lead behaviour professionals, mediated by behaviour and attendance consultants, so that materials can be tailored to meet the needs of school staff.

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

The audit suggests schools aim for:

- curriculum plans which show how behaviour skills are developed in all subjects;

- curricular time dedicated specifically to teaching behaviour;

- CPD programmes which include training in teaching strategies to promote behaviour for learning;

- all staff actively engaged in teaching behaviour skills;

- subject distribution which avoids overloading pupils and potentially troublesome combinations;

- a curriculum offered that actively and effectively promotes positive behaviour and attendance;

- pupil grouping which supports positive behaviour and attendance and ensures that unmanageable groups are not created.

Schools may wish to:

1. develop strategies for improving behaviour and attendance within the context of pedagogy, lesson planning, curriculum design and timetabling as part of the wider Key Stage 3 Strategy development;

2. include agreed behaviour for learning objectives in all lesson planning, as well as preparing the ground for training and supporting staff to teach social, emotional and behavioural skills, as part of a new programme to be introduced to all secondary schools from 2006;

3. identify ways of applying the emotional health and well-being criteria (National Healthy School Standard) to the full range of day-to-day activities to create a whole-school ethos where development of social, emotional and behavioural skills will flourish;

4. develop additional support for pupils needing further teaching on social, emotional and behavioural skills.

Section 1: A whole-school approach to emotional health and well-being

Evidence suggests that schools which promote emotional health and well-being have happier and more motivated pupils and satisfied staff who get more out of school life. Research shows that effective programmes to promote this state of well-being make a direct contribution to school improvement in three key areas.

The table below, adapted from *Promoting emotional health and well-being through the National Healthy School Standard* (2004), illustrates how these three key areas contribute to school improvement.

1. Teaching and learning

- Pupils are more engaged in the learning process.
- Pupils can concentrate and learn better.
- There are improved literacy and numeracy levels.
- Academic achievement generally improves, including national test results.
- There is better teaching.
- Parents/carers are more engaged in school life.

2. Behaviour and attendance

- Pupils are more involved in school life and have a say in what happens.
- Pupils have higher self-esteem and confidence.
- Fewer pupils disengage from learning and school.
- There is better behaviour in the classroom and improved attendance.
- There is less bullying.
- There are lower rates of truancy, offending and drug misuse.

3. Staff recruitment and retention

- Morale is improved.
- There is lower absenteeism.
- There are better staff recruitment levels.
- There are better staff retention rates.

See www.wiredforhealth.gov.uk for further details on this evidence.

Some schools may be concerned that work on emotional health and well-being might divert attention from the priorities set out in the school improvement plan (SIP). However, an emotionally healthy school actually enhances the direct realisation of the SIP's goals and targets, creating a successful and inclusive school community which can:

- improve life outcomes for pupils;
- secure a more satisfying working life for staff;
- improve teacher retention, contributing to raising standards;
- reduce referrals to the senior leadership team, increasing the time to focus on longer-term school improvement issues.

Pupil and staff performance and well-being go hand in hand. High expectations, accompanied by a holistic view of personal and social development, are common features of successful schools.

Schools contribute to pupils' wider well-being through personalising support, providing a safe environment for learning, promoting healthier lifestyles, ensuring regular attendance, establishing behaviour for learning, expressing the value of education and engaging parents/carers.

Activity 1.1: National Healthy Schools Programme and emotional health and well-being

Relationship to developing social, emotional and behavioural skills

The National Healthy Schools Programme offers support and guidance on establishing a climate of emotional health and well-being in schools, as part of a broader healthy schools framework. This framework contains a set of criteria for emotional health and well-being, as well as introducing a process of supported self-review that assists schools in planning and achieving success. A local healthy schools programme coordinator, alongside a school-based task group, representative of the whole school community, supports the review process, as well as implementation and monitoring and evaluation of targeted activities.

The National Healthy Schools Programme provides an excellent vehicle to enhance emotional health and well-being in schools, which in part contributes to the successful development of social, emotional and behavioural skills.

The National Healthy School Standard (NHSS), which informs local support for schools, identifies ten aspects as integral to an effective whole-school approach to emotional health and well-being (see **resource sheet 1.1**). These aspects build on and support each other, and there is frequent and deliberate overlap in the activities that are used to develop them. Activities include elements that are directly 'taught' as part of the formal curriculum as well as 'caught' elements that promote emotional health and well-being across all aspects of school life. Both support a positive whole-school approach and, if implemented effectively, contribute to establishing and sustaining change.

Audience

All staff

Purpose

To develop a basic understanding of how the National Healthy School Standard (NHSS) works, and an awareness of the core criteria for the emotional health and well-being specific theme.

(Schools already participating in the local healthy schools programme may wish to use this opportunity to consolidate understanding of this specific theme and its implications across the whole school community)

Description

Participants:

1. use **resource sheet 1.1** to consider the ten aspects of a whole-school approach to emotional health and well-being;

2. in groups, consider how well they think the ten aspects are embedded in their school and make a list of examples as evidence (alternatively, the groups consider different aspects);

3. share views and examples as a whole group.

Summary

The National Healthy School Standard (NHSS) offers a whole-school approach to support emotional health and well-being through addressing the following ten areas:

*   leadership, management and managing change;
*   policy development;
*   curriculum planning and resourcing, including working with external agencies;
*   teaching and learning;
*   school culture and environment;
*   giving pupils a voice;
*   provision of pupil support services;
*   staff professional development needs, health and welfare;
*   partnerships with parents/carers and local communities;
*   assessing, recording and reporting pupils' achievements.

Specific themes

In addition to emotional health and well-being, including issues to do with bullying, there are seven other specific themes:

*   personal, social and health education (PHSE);
*   citizenship;
*   drug education (including alcohol and tobacco);
*   healthy eating;
*   physical activity;
*   safety;
*   sex and relationship education (SRE).

Links

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

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

National Healthy Schools Programme – www.wiredforhealth.gov.uk

Activity 1.2: School culture and environment, climate setting

Supporting teaching and learning

Learning is dynamic, and indeed an interactive emotional and social process.

The context in which pupils learn therefore has a significant impact on the effectiveness of what takes place, for example:

- the background of individual pupils and their physical, social and emotional needs. This includes the value parents/carers put on learning, as well as the experiences and processes that determine emotional health and well-being;

- physical elements of the classroom and school – the layout of the school and classroom; facilities and resources;

- relationships – how staff and pupils behave, support and value each other;

- systems and expectations, including those held about the behaviour of pupils and teachers; the policies that set the framework for these; the rules and routines that shape what happens in the classroom

- language and communication – the way that all of the above are talked about and described.

Based on: *Promoting emotional health and well-being*, NHSS, 2004

Audience

All staff

Purpose

To create a climate that supports effective teaching and learning.

Description

Participants:

1. use **resource sheet 1.2** to reflect on learning environments in their school, then consider the criteria in turn and score how well each is developed in school, using a scale where 1 represents poor and 10 represents excellent;

2. working in pairs, identify the steps that would need to be taken to enhance the culture and environment in school to ensure that it is emotionally healthy.

Summary

The National Healthy School Standard specifies the following criteria for school culture and environment.

- School organisation and culture should support pupils' spiritual, moral, social and cultural development.

- All staff and pupils play a part in developing and maintaining a positive school culture.
- Attention is paid to creating and maintaining a welcoming environment, which is secure and well lit.
- The school has a smoking policy and its grounds are free of litter and graffiti; toilets have locks, toilet paper, hot water and paper towels, as well as sanitary towel dispensers and disposal facilities, and clean drinking water is provided.

The following issues impact on pupils' ability to learn effectively:

- the background of individual pupils and their physical, social and emotional needs;
- physical elements of the classroom and school;
- relationships;
- structures and expectations;
- language and communication.

Links

Toolkit units 1: Leadership and management, section 1; 3: Dealing with consistently poor behaviour, section 1

Behaviour and attendance training materials: Core day 1 – *Advice on whole-school behaviour and attendance policy* (DfES 0392-2003 R), sessions 1 and 4

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

Pedagogy and practice: teaching and learning in secondary schools (DfES 0423-2004 G)
Unit 20: Classroom management

Activity 1.3: Engaging pupils beyond the taught curriculum

Out-of-class activity analysis

The Ofsted framework for inspecting schools asks schools to evaluate how well the curriculum meets pupils' needs. This includes examining what opportunities exist for enrichment through extracurricular activities. Pupils are likely to have a view about the relevance and appropriateness of the variety of activities provided beyond the taught curriculum.

Audience

All staff or staff with lead responsibilities for behaviour and attendance, SLTs and subject departments

Purpose

To consider existing provision and support to promoting positive behaviour around the school, and how far pupils are offered a broad and balanced curriculum.

Description

Participants:

1. use **resource sheet 1.3** to consider the following questions:

- What activities are available to specific groups of pupils, particularly those at risk of disaffection?
- How does the range of activities support the inclusion of all pupils and offer learning opportunities to those who most need them?
- Which pupils engage in activities? Why?
- Can you identify gaps in provision?

2. use **resource sheet 1.4** to consider how these perceived benefits could be used to:

a) inform curriculum planning and the way lessons are delivered;

b) motivate pupils with challenging behaviour or poor attendance.

Summary

Opportunities for enrichment can:

- be varied: physical, intellectual and creative;
- be accessible to all pupils;
- promote inclusion, particularly of hard-to-reach groups.

Links

Framework for Inspecting Secondary Schools, Ofsted, 2003

Activity 1.4: Involving the whole school community – focus on pupils

Pupils' involvement in whole-school improvement

To develop a whole-school approach to emotional health and well-being it is helpful if all members of the school community are involved at the outset, including all adults working in the school, parents/carers and the wider community. Most importantly, a whole-school approach will consider pupils' involvement and many schools have already undertaken considerable work in this field.

Pupils' participation is most effective when it is part of normal school practice, whereby pupils have a real say in what happens in the school, and a real opportunity to take part in decision making. Building structures for pupils' participation takes time and can require training for both staff and pupils. Schools can aim gradually to increase the level of involvement and responsibility as staff and pupils develop confidence in the process. It is important, however, not to view participation as a hierarchical model where schools feel that their involvement of pupils is judged as not good enough if it is focused on the lower levels. (See the diagram opposite for a description of levels of participation.) Schools will want to start from a point that is realistic for them and then develop participation as their collective confidence, trust and skills increase. Pupils' participation is most effective where schools are able to operate on a range of levels, depending upon circumstance and purpose.

Levels of participation

Pupils share power and responsibility for decision making
Pupils are involved in the decision-making process
Pupils' views are taken into account
Pupils are supported in expressing their views
Pupils are listened to

increasing empowerment and responsibility
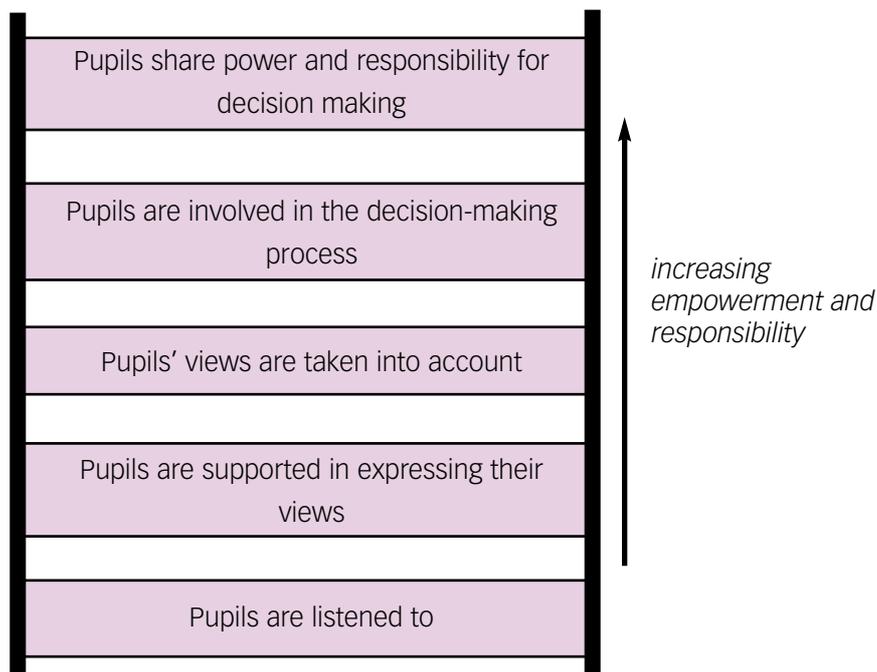
When developing mechanisms for listening to, responding and acting on what pupils say, it is important to find out what a range of pupils think, not just those who usually contribute and are most vocal. Using e-mail, anonymous suggestion boxes and small-group work can support pupils who might normally shy away from more traditional routes of voicing their opinions, such as via a school council.

More detailed guidance on developing the pupil voice is available in the following materials.

- *Promoting children and young people's participation*, NHSS, 2004
- *Working together: giving children and young people a say* (DfES 0134-2004)

Audience

Senior leadership team, healthy schools task group, school council

Purpose

To review pupils' involvement; to support effective feedback on curriculum design

Description

Participants review the school's current provision for pupils' involvement using **resource sheet 1.5**.

Summary

- Involve pupils at the outset.
- Ensure that all pupils have the opportunity to be involved at some point in the process.
- Listen actively and respond, highlighting any resultant action taken.
- Meaningful participation takes time to develop as part of routine everyday school practice.

Links

Toolkit units 2: Everyday policies: rewards, sanctions and promotion of positive behaviour; 7: Out-of-class behaviour

Behaviour and attendance training materials: Core day 2 – *Developing effective practice across the school to promote positive behaviour and attendance* (DfES 0055-2004 R), session 3

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

Promoting children and young people's participation, NHSS, 2004

Working together: giving children and young people a say (DfES 0134-2004)

Resource sheet 1.1

National Healthy School Standard (NHSS)

The ten aspects of a whole-school approach to emotional health and well-being (including bullying)

There are seven other specific themes: personal, social and health education (PSHE), citizenship, drug education (including alcohol and tobacco), healthy eating, physical activity, safety and sex and relationship education (SRE).

To meet the criteria for emotional health and well-being (including bullying), schools demonstrate that they:

● provide opportunities for pupils' views to inform policy and practice;

● have a policy and code of practice for tackling bullying, which is owned, understood and implemented by all members of the school community and includes contact with external agencies;

● openly address issues of emotional health and well-being by enabling pupils to understand what they are feeling and by building their confidence to learn;

● identify and support the emotional health needs of staff.

Resource sheet 1.2

School culture and environment

	Criteria	Poor Excellent
Does your school have an emotionally healthy culture?	Is it a warm, happy and secure place to be, with a high value placed on the emotional health and well-being of the school community?	1 | | | | | | | | | | 10
	Do pupils feel valued and respected; and staff feel respected by pupils, by colleagues and parents/carers?	1 | | | | | | | | | | 10
	Are the suggestions and views of pupils, parents/carers and other stakeholders sought and valued?	1 | | | | | | | | | | 10
	Do these groups influence what happens?	1 | | | | | | | | | | 10
	Are values, policy and practice consistent across the formal and informal curriculum, and are they embedded in all planning activities?	1 | | | | | | | | | | 10
	Do staff have confidence in their own social, emotional and behavioural skills, and are they comfortable teaching these skills to pupils in a variety of ways?	1 | | | | | | | | | | 10
Does the physical environment promote emotional health and well-being? *At its most basic, it is important that the school environment is safe, as it is essential for pupils to feel safe, both physically and socially, if they are to learn effectively.*	Have pupil surveys been conducted recently to identify 'hot spots' where pupils feel vulnerable?	1 | | | | | | | | | | 10
	Have appropriate steps been taken to improve lighting, surveillance and supervision?	1 | | | | | | | | | | 10
	Are up-to-date behaviour, anti-bullying and anti-harassment procedures in place?	1 | | | | | | | | | | 10
	Do you have clear child protection procedures which are up to date and which all staff are aware of?	1 | | | | | | | | | | 10
	Do toilets have locks, toilet paper, hot water and paper towels, as well as sanitary towel dispensers and disposal facilities?	1 | | | | | | | | | | 10
Is the learning environment emotionally healthy?	Does the classroom layout include all pupils and maximise their ability to engage?	1 | | | | | | | | | | 10
	Are display areas attractive and prominent; do pupils have responsibility for them?	1 | | | | | | | | | | 10
	Are named photographs of all staff on display and is there a welcome book for visitors?	1 | | | | | | | | | | 10
	Is there clear signposting, in appropriate languages, to key areas?	1 | | | | | | | | | | 10
	Are water dispensers provided in communal areas and staff rooms?	1 | | | | | | | | | | 10
	Do outdoor spaces support different types of activity (e.g. team games; one-to-one games such as chess; relaxation) which are attractive to all age ranges?	1 | | | | | | | | | | 10

Analysis of the school's out-of-class activity

Activity	When delivered Before school, lunchtime, after school, weekends	Main pupil groups	Issues for consideration
Football			
Rugby			
Cricket			
Hockey			
Netball			
Tennis			
Basketball			
Athletics			
Fitness training			
Yoga			
Drama			
ICT			
Chess			
Design and technology			
Orchestra			
Choir			

Resource sheet 1.4

Pupils' statements about extracurricular activities

Consider how these benefits could be used to:

a)   inform curriculum planning and the way lessons are delivered;

b)   motivate pupils with challenging behaviour or poor attendance.

- I like going to clubs because I can choose what I go to, when to go and what to do when I'm there.

- I know I am good at what I do in my club and I don't have to worry about catching up.

- I'm never late for football training because if I am I won't get chosen to play in the team.

- I like going to ICT club because I can do my homework and it looks really good.

- I can go to after-school clubs with my friends where we can work on different activities together and not be told to stop talking all the time.

- At after-school clubs I can help younger pupils to show that I am good at some things.

- Sometimes I work with older pupils who help me without being unkind.

- I am really good at music and when I go to orchestra I get a chance to show everyone how good I am.

- When I go to yoga it is so quiet and peaceful that I get a chance to relax and think about my work and progress.

- Even the staff who run the clubs seem more relaxed and it is easier to talk to them about difficulties.

- When I go to literacy club I know I will get extra help without feeling under pressure that I have got to get it right all the time.

- In numeracy club the other people don't laugh at me when I get it wrong because we're all in the same boat.

Pupils' involvement in whole-school improvement

Principles	Standards	Evidence	Action required
There is a clear and visible commitment to involving pupils and a route map of how to make it happen.	• The way in which pupils participate is clearly laid out in all policies.		
	• A governor and member of the school's senior leadership team are identified as champions and monitors.		
	• The contribution of participation to social, emotional and behavioural skills, reducing bullying, developing key skills, raising attainment and raising achievement, is recognised and understood.		
Pupils' involvement is valued.	• Pupils and the whole school community recognise the importance of participation, the contribution it makes to education, inclusion and health targets and all work in partnership to develop a supportive culture and environment.		
	• Links to the taught curriculum (particularly PSHE, citizenship and pastoral support) and other relevant processes (such as personal education planning) are recorded and reported, and accreditation is sought where applicable, e.g. via Millennium Volunteers.		
There is equality of opportunity for pupils to be involved.	• A wide range of activities is established and pupils are encouraged, supported and enabled to access participation opportunities.		
	• these activities include identifying issues and areas of development as well as contributing to solutions: – they start where pupils are at and often require explicit and creative targeting of those who may not normally volunteer or be nominated to participate; – extra support is offered where necessary for pupils to access opportunities.		
Pupils' participation and involvement are continually evaluated and reviewed.	• Pupils are given explicit feedback about how their views and ideas have been listened to, what action has been taken in response, and next steps. This is particularly important where decisions go against the wishes and ideas of pupils.		
	• Adults and pupils in school start at a level at which they feel confident and are able to build on by celebrating successes, valuing and learning from mistakes and maintaining creativity and motivation.		
	• Opportunities for reflection and evaluation are integral to the work.		
Quality standards.	• Pupils and staff receive training and support to develop their skills and confidence in organising, facilitating and participating in the full range of activities.		

Section 2: Social, emotional and behavioural skills for learning

Planning for behaviour for learning and regular attendance as part of subject development and design is a prerequisite of effective lessons. Many teachers already include behaviour-for-learning objectives in their lesson plans; others intuitively promote social, emotional and behavioural skills through their relationships with others.

This section will help participants to consider:

- their basic understanding of what social, emotional and behavioural skills are;
- how social, emotional and behavioural skills of staff impact on teaching and learning;
- how these skills can enhance pupils' learning.

Many schools already address social, emotional and behavioural skill development, recognising its importance in underpinning almost every aspect of school, home and community life, including effective learning and building relationships with other people. Various terms are used to describe these skills, including personal and social development, emotional literacy, emotional intelligence, and social and emotional competence.

Where pupils have developed these skills in a supportive environment, they are likely to:

- be effective and successful learners;
- make and sustain friendships;
- deal with and resolve conflict effectively and fairly;
- solve problems with others or by themselves;
- manage strong feelings such as frustration, anger and anxiety;
- recover from setbacks and persist in the face of difficulties;
- work and play cooperatively;
- compete fairly and win and lose with dignity and respect for competitors;
- recognise and stand up for their rights and the rights of others;
- understand and value the differences between people, respecting the right of others to have beliefs and values different from their own.

Many schools are already promoting social, emotional and behavioural skills as a key aspect of their development work.

This may be through:

- the whole school environment;
- the PSHE and citizenship curriculum;
- their approach to spiritual, moral, social and cultural development (SMSC);
- the National Healthy School Standard (see section 1);
- opportunities provided for art, music and drama;

- other programmes such as self-esteem approaches, peer mediation and peer mentoring, as well as schemes that specifically teach social, emotional and behavioural skills.

Many schools also provide additional support for pupils whose social, emotional or behavioural development is of concern.

Activity 2.1: Teachers and social, emotional and behavioural skills

Understanding social, emotional and behavioural skills and how they impact on teaching

> *I've come to a frightening conclusion: that I am the decisive element in my classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a 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 humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised.*

Hain Ginott, 1973

School staff can help to reinforce positive behaviours, such as tolerance, respect, empathy and self-awareness, by modelling these in their everyday interactions with pupils. Learning itself can be a difficult process, in which setbacks, uncertainty and making mistakes are a critical part of becoming a more effective learner. Staff can support pupils by modelling resilience when they face challenge and confusion as part of a 'normal' learning process. If a pupil has seen adults getting angry or overwhelmed when they face difficulties, this is likely to shape the pupil's response to such situations. Positive modelling operates most effectively when staff have considered their own social, emotional and behavioural skills and how they impact on their role in the school.

These skills can be divided into five broad areas covering personal and interpersonal skills:

- self-awareness;
- empathy;
- managing feelings;
- self-motivation;
- social skills.

Within each area there are a number of individual skills.

Audience

Teachers

Purpose

To develop understanding of social, emotional and behavioural skills, and to consider how they may impact on teaching

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Description

Participants:

1.	complete **resource sheet 2.1**.

(The content of this is sensitive. Schools may wish to offer this as a resource sheet for self-study, or distribute it in advance to allow participants time for personal reflection.)

2.	use **resource sheet 2.2** to reflect on the previous self-review activity and, in small groups, discuss the scenario and consider situations where similar experiences have occurred.

(You may wish to ask groups to develop scenarios that are then passed on to others to respond to. The ideas on the resource sheet for starting lessons or calming down may help prompt responses. Participants can add any additional suggestions to the list. You may wish to reproduce this activity for all staff.)

Summary

Programmes that promote social, emotional and behavioural skills:

*	place high priority on development of emotional and social competence and well-being;

*	have a solution-focused approach;

*	take a holistic view of development;

*	value teamwork and a multi-professional approach;

*	involve parents/carers and communities;

*	adopt a proactive, developmental approach;

*	create and support environments that promote emotional and social competence and well-being.

Links

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

Primary SEBS pilot

Activity 2.2: Behaviour for learning

Principles for effective teaching and learning

A pupil's emotional health and well-being has a significant impact on readiness to learn. Brain research has given us concrete evidence that emotions can hinder or promote learning. If a pupil is feeling anxious, angry or stressed, the primitive functions of the brain, which control things such as breathing, balance and instinct, will take over. This means that the part of the brain that is responsible for higher-order thought and processing (the neo-cortex) will not function effectively. To be able to concentrate on processing ideas and generating knowledge, a pupil first needs to feel safe and calm.

These findings suggest that:

- it is valuable for schools to provide experiences which help to meet pupils' more basic survival and emotional needs, as this will enable them to address higher-order needs such as self-actualisation, which includes effective learning;

- it is valuable for schools to teach social, emotional and behavioural skills in order to help pupils understand, name, discuss and learn to manage emotions.

Audience

All teaching staff working in departmental or faculty groups

Purpose

To review existing plans for the teaching of behaviour for learning within the taught curriculum.

Description

Participants:

1. use a highlighter pen on **resource sheet 2.3** to identify behaviours for learning that are currently taught during their lessons. They identify up to five skills and, on sticky notes, record additional information about the teaching approach and pupils' responses that can be shared with other staff;

2. using a sample of long-, medium- or short-term planning (whichever is appropriate for the school's agreed planning processes), complete **resource sheet 2.4**, considering how behaviour for learning can be included in lesson planning. They identify actions and determine what outcomes will be achieved.

Summary

Principles for effective teaching and learning, many of which have an emotional health and well-being component, include the following:

- Ensure that every pupil succeeds – provide an inclusive education within a culture of high expectations.

- Build on what learners already know – structure and pace teaching so that pupils know what is to be learned, how and why.

- Make learning vivid and real – develop understanding through enquiry, creativity, e-learning and group problem solving.

- Make learning an enjoyable and challenging experience – stimulate learning through matching teaching techniques and strategies to a range of learning styles.

- Enrich the learning experience – build learning skills across the curriculum.

- Promote assessment for learning – encourage pupils to be partners in their learning.

- Reinforce the basics – establish the centrality of literacy and numeracy across the curriculum.

Links

Toolkit unit 6: Classroom behaviour

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

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

Activity 2.3: Building on the primary phase experience

Learning from the primary pilot

Many primary schools are teaching social, emotional and behavioural skills, and have always done so whether formally through PSHE, or informally, e.g. through circle time, assemblies, establishing playground buddies or a school council. Increasingly some schools are developing cross-phase work on social, emotional and behavioural skills to support pupils across the primary/secondary transfer, to ensure continuity and progression of learning.

Consider the following questions.

- What are your pupils' needs and your school priorities in relation to these skills?
- What are pupils already learning and how are they learning this?
- How is progress ensured and assessed?
- What could be changed, removed or added in response to a focused programme on these skills?
- What timetabling and staffing issues arise, e.g. with tutors or specialists delivering PSHE?
- How will these skills link with and impact on other curriculum areas?
- What initial and ongoing training will be needed?
- What are the core social, emotional and behavioural skills that can be developed in all lessons?

Audience

All staff with a particular focus on Year 7 staff

Purpose

To increase knowledge and understanding about the primary social, emotional and behavioural skills programme; to consider what pupils may have already learned and how to build on this experience

Description

Remind participants that resource sheet 2.1 outlined the knowledge and understandings intended for the primary social, emotional and behavioural skills programme, placed into five categories.

Participants:

1. refer to **resource sheet 2.5**, which shows the range of feeling words pupils are taught at primary school through the social, emotional and behavioural skills programme;

2. in pairs, consider ways of working that could be used when teaching Year 7 to build on Key Stage 2 and reinforce the key messages, e.g. in tutor time and PSHE lessons.

Summary

Social, emotional and behavioural skills have been taught at Key Stages 1 and 2 to all pupils, whether directly or indirectly. Provision for this includes:

- the PSHE curriculum;
- circle time;
- assemblies;
- school councils;
- playground activities.

Secondary schools may wish to consider both the climate for and the content of teaching such a programme with a view to building on these experiences.

Links

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

Primary SEBS pilot

Activity 2.4: Teaching social, emotional and behavioural skills

Identifying the opportunities

A school provides opportunities for social, emotional and behavioural skills to be both 'caught' and 'taught'. Opportunities for teaching these skills are extensive, and can occur in assemblies, lessons and extracurricular activities, and in the way that staff model the behaviours and skills that the school wishes to promote.

Research has shown that there is a clear value in specific programmes that promote social, emotional and behavioural skills, which are often delivered as part of PSHE and citizenship, but can be enhanced and reinforced in all curriculum subjects and indeed in other aspects of the school curriculum. These programmes are enhanced when pupils have the chance to put newly acquired skills into practice outside the classroom, for example, through activities requiring pupils' participation. All staff will want to be aware of where and how skills are taught and be in a position to support pupils through appropriate reinforcement.

Schools can identify the best way of approaching such work. Some may choose to address these skills explicitly, for example through taught programmes in the core and foundation subjects. Others may have a strong tradition of work of this kind in tutorial time or PSHE and may wish to

use these strategies as the main vehicle for delivering such a programme. On the other hand, schools may choose to reinforce such work through whole-school assemblies.

Audience

All staff and subject or faculty departments

Purpose

To consider how all staff actively teach behaviour for learning skills in their lessons

Description

Participants:

1. use **resource sheet 2.6** to identify which routines are already in place in school and consider how they have developed these skills and routines with pupils. (They may wish to do this in subject or faculty groups. They could be encouraged to collect pupils' perceptions too);

2. focus on three areas of strength from the checklist and consider the questions:

- What did you do to make this happen?

- What helped you to be able to do it?

- How could this approach be used to develop other behaviours for learning?

3. consider whether there are any changes needed to the school's teaching and learning policy to support the consistent teaching of behaviour for learning.

Summary

- Opportunities for teaching social, emotional and behavioural skills are extensive, and can occur in assemblies, lessons and extracurricular activities.

- These skills are taught by staff modelling the behaviours and skills that the school wishes to promote.

- These skills can be taught in PSHE but can also be enhanced and reinforced in all curriculum subjects.

Links

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

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

Toolkit units 7: Out-of-class behaviour; 6: Classroom behaviour

Resource sheet 2.1

Social, emotional and behavioural skills in five key areas

Self-awareness	Never	Sometimes	Most of the time	Always
We know that feelings, thoughts and behaviour refer to different things.				
Our feelings vary in intensity.				
We know that all feelings are acceptable but that not all behaviours are acceptable. Context affects the acceptability of different behaviours.				
Our feelings (and others' feelings) change over time and in response to external events and others' behaviours.				
We can have conflicting feelings.				
Our feelings affect our thoughts and behaviours.				
Our thoughts affect our feelings and behaviours.				
Our feelings can sometimes help us to think but sometimes stop us thinking.				
We know that it is possible to choose not to show our feelings (and sometimes right and sometimes not right to do this), and that we are capable of changing them ourselves.				
We can recognise whether a feeling is pleasant or unpleasant.				
We can label and talk about feelings, using shared understandings.				
We can recognise a feeling in ourselves from external and internal cues.				
We can recognise when we feel conflicting emotions.				

Empathy	Never	Sometimes	Most of the time	Always
We understand that all people can feel the same range of emotions.				
We understand that different people will feel different emotions at different times, even when faced with the same situation.				
We understand that people's feelings change over time and in relation to circumstances and other people's behaviour.				
We understand that our actions affect other people – we can make them feel better or worse.				
We can use cues to guess other people's emotions and to imagine how we would feel if we were them.				
We can take another person's point of view.				
We can distinguish between accidental and deliberate actions.				
We are able to recognise situations in which we may choose not to show our feelings to avoid hurting others (and those where we should not do this).				
We are able to support other people, e.g. by making them feel happy; by using good listening when they share their feelings – demonstrating the skill of active listening.				

Managing feelings	Never	Sometimes	Most of the time	Always
We know that our feelings may make us want to behave in a certain way but that we can choose our behaviour.				
We understand the difference between 'impulsive' and 'thinking' behaviour.				
We are able to wait for what we want (delaying gratification).				
We know that we can influence the outcome of events by what we choose to do.				
We know that our thoughts can alter our feelings – in particular our attributions of intention.				
We know how to calm down or relax.				
We can talk about or share our feelings.				
We use positive self-talk or visioning (rehearsing events in the mind).				
We can reframe a situation.				
We can use a problem-solving strategy: calming down, thinking of a range of solutions, choosing the one with the best overall consequence, trying it out and evaluating how well it went.				

Self-motivation	Never	Sometimes	Most of the time	Always
We know what a short- and long-term goal is.				
We know that there are a number of ways to arrive at a goal.				
We consider the consequences of our goals.				
We are able to break goals into smaller steps.				
We know our own strengths and what conditions or learning styles lead to the best outcomes for us.				
We recognise what is helpful and unhelpful to us in achieving our goal.				
We practise sustained effort and learning.				
We know about learning curves, comfort zones and optimal anxiety levels, etc. as they affect our learning.				
We have the ability to anticipate obstacles and plan for them.				
We are prepared to take responsibility where appropriate.				
We are able to recognise excuses and the ways we sometimes try to absolve ourselves of responsibility.				
We are confident enough to take appropriate risks.				
We are flexible in switching goals when necessary.				
We are able to tolerate frustration.				
We have a range of strategies for 'bouncing back' from mistakes, setbacks and failure.				
We are able to enjoy and celebrate our achievements.				

Social skills	Never	Sometimes	Most of the time	Always
We can share.				
We understand and use non-verbal communication effectively.				
We are able to make our communication appropriate to the context.				
We are able to talk about feelings effectively.				
We respond appropriately to others' emotions.				
We know how to be a good listener (using the skills of active listening, e.g. facilitative verbal and non-verbal behaviours).				
We use 'I statements' instead of blame.				
We use assertive language/assertiveness skills.				
We have skills of negotiation with others.				
We understand about groups and recognise 'in groups' and 'out groups' and the effect of these on people. We know how to join and be part of a group.				
We know how to compete fairly (managing aggression and the feelings associated with success and failure and maintaining our own and others' self-esteem and dignity).				
We can make effective use of mediation.				
We can deal respectfully with confrontation and make use of conflict-management skills.				
We know how to apologise and make amends (making up with people).				
We know how to be sensitive when giving feedback to others.				

Resource sheet 2.2

Teachers' emotions and behaviour

> **Peter's story**
>
> Peter had had a bad start to the day. His five-year-old son had played up really badly. He often wondered how it was that he had few difficulties controlling a class of 30 Year 9 pupils when he found it so hard to get his son to hurry up and get ready for school in the mornings. When he eventually got his son in the car and turned the ignition on, the car spluttered and refused to start. It took him about half an hour messing around under the bonnet before they eventually set off. During the entire journey his son moaned about having to go to the childminder's after school.
>
> Things didn't get much better once Peter got to school. It had been raining in the night and his classroom roof had sprung a leak. There was water all over his desk. Some of the pupils' work had been ruined. He knew this would get the day off to a bad start. After registration he had the weaker science group. They were a real handful. He had hoped to have everything ready for the group but now this wasn't possible.
>
> The class came in for the science lesson. He felt poorly prepared and had the beginning of a headache. He explained about the leak but some of the pupils were upset. He asked the class to get into their small groups. After the usual disturbance, they were ready to start.
>
> Then he noticed Sam. She was sitting on an empty table and had quite obviously not bothered to move. He walked towards Sam. She was looking at him with a blank stare and seemed to be saying 'You can't make me move.' Before he had even thought about what to do he launched in and heard himself shouting at her 'Get into your group or you'll be sorry.'
>
> Sam wasn't usually too much of a problem. She didn't always concentrate in class but she usually did what she was told with a little extra prompting. But today she got up, swore at him, threw her work on the floor and stormed out.

Ideas for starting lessons calmly

1. Be alert to the signs of tension and stress – then do one of the following:

   – Take a few deep, calm breaths counting to three as you breathe in. Hold your breath for a count of three and then breathe out for three. Do this several times.

   – Tighten and then relax the muscles in your body in sequence.

   – Identify a place where you feel very calm and relaxed. Visualise it.

   – Say positive things to yourself in your head.

   – Think of your own relaxation technique and practise it.

2. Consider the routines at the beginning of the lesson, e.g. starter activities that allow time for you to get yourself organised.

3. Have a routine phrase or expression to encourage pupils to prepare for learning.

4. Have a planned script for dealing with a pupil who is not ready to start the lesson. Use the least intrusive strategy first, from this list:

   – whole-class reminder or proximal praise (praising a pupil who has shown that he or she is ready);

   – starting the lesson by tactically ignoring one learner and settling the rest of the class to work before talking privately to them;

   – using a script that involves non-confrontational language and offers a choice – 'Remember our rules ...'; 'You can sit here next to me or ...'

Assume that the pupil is going to make a sensible choice by turning away and resuming the lesson. Have this conversation individually with the pupil if possible.

Ideas for calming down

- Tell yourself to STOP!
- Give your thinking brain time.
- Tell yourself that you can handle this!
- Say to yourself 'Be calm ... be calm'.
- Walk away.
- Count backwards from 10, 20, 50.
- Tell someone else how you feel.
- Breathe deeply in and out five times.
- Tense and relax your muscles.
- Take some exercise.
- Go into a deserted place and shout.
- Feel your pulse.
- Picture yourself dealing with the situation calmly and strongly.

Resource 2.3

Behaviour for learning

Behaviour for learning	Teaching approach	Pupil learns by
Positive interaction staff/pupil		
Listening to each other Responding to requests Speaking politely Asking questions Showing concern and understanding Following instructions and requests	Modelling Communicating explicit expectations Providing focus for learning Setting as a specific target for the group Phrasing as a rule, e.g. 'We listen to each other in our class'	Observation Practice Feedback on performance Praise Acknowledgement
Sensible use of resources		
Bringing correct material to class Sharing equipment Looking after own or others' property Keeping desk or classroom tidy	Communicating explicit expectations Having routines in place Modelling Setting as a behaviour target	Observation Feedback on performance Acknowledgement Praise
Appropriate use of language		
Speaking politely Using proper names Waiting turn to speak Listening to ideas of others without negative comment Giving way in an argument Accepting ideas and suggestions of others and acting upon them Using a tone of voice congruent with body language Using an appropriate tone of voice for task	Modelling Using pupils' first names Ensuring that skills required are identified and taught Setting as a behaviour target Providing feedback on performance	Observation Encouragement and recognition of effort Opportunities to practise new skill Feedback on performance Understanding expectations Visual clues

Resource sheet 2.4

Planning review

Review your planning and its inclusion of behaviour for learning.

Characteristic	Evidence that this is in place			Action points
	Fully	Partially	Not	
Opportunities to teach behaviour-for-learning skills are explicitly identified				
Behaviour-for-learning objectives and intended outcomes are clearly stated				
Progression in behaviour-for-learning objectives is clear				
Overlap and reinforcement opportunities are identified				
Behaviour-for-learning objectives are written in a language that pupils can understand				
Activities are appropriate to deliver behaviour-for-learning objectives				
Various of teaching and learning styles are used in promoting behaviour for learning				
Contribution of support staff to meeting objectives for behaviour for learning is identified				

Resource sheet 2.5

Feeling word definitions – Key Stage 2

Abandoned: feeling unwanted and alone	Happy: feeling joy or pleasure
Ambivalent: having two different feelings at once	Helpless: feeling weak and without strength
Accepted: feeling welcome and wanted	Hopeful: feeling encouraged
Afraid: feeling frightened or scared	Hopeless: feeling useless
Angry: feeling very annoyed	Humiliated: feeling down and worthless
Annoyed: feeling angry and displeased	Hurt: feeling pain
Anxious: feeling worried	Important: feeling valuable and worthwhile
Apathetic: feeling not interested	Impressed: feeling influenced
Ashamed: feeling guilty	Indignant: feeling cross and annoyed
Astounded: feeling very surprised	Inferior: feeling of lower worth or value
Awed: feeling astonished and sometimes a little bit scared	Inspired: feeling good and willing
Bad: feeling sorry and wrong	Interested: feeling enthusiastic
Belonging: feeling part of things	Intimidated: feeling scared and threatened
Bitter: feeling cheated and displeased	Irritated: feeling a little annoyed and bothered
Bored: feeling a lack of interest or excitement	Isolated: feeling separate or apart from others
Brave: feeling bold and courageous	Jealous: feeling bitter and resentful
Calm: feeling steady and able to use our thinking brain	Joyful: feeling happy and cheerful
Cheerful: feeling happy and jolly	Laid back: feeling peaceful and relaxed
Cheated: feeling deceived and tricked	Lonely: feeling without friends or alone
Competitive: feeling keen to perform better than others	Loved: feeling really cared for
Concerned: feeling bothered	Loving: feeling a great fondness
Confident: feeling sure	Mad: feeling very angry
Confused: feeling bewildered and puzzled	Miserable: feeling sad and unhappy
Conspicuous: feeling very noticeable	Misunderstood: feeling no one understands
Contented: feeling satisfied and peaceful	Motivated: feeling positive and committed
Cooperative: feeling helpful and obliging	Nervous: feeling uneasy
Crushed: feeling overcome and humiliated	Outraged: feeling anger and perhaps disgust
Curious: feeling very interested, a bit nosy!	Overwhelmed: feeling overburdened
Delighted: feeling suddenly happy or thrilled	Panicky: feeling alarmed and perhaps scared
Depressed: feeling very sad	Peaceful: feeling calm and relaxed
Deserted: feeling left out and alone	Petrified: feeling terrified
Despairing: feeling very miserable	Powerful: feeling strong
Determined: feeling strong and tough in the mind	Powerless: feeling weak
Devastated: feeling destroyed	Proud: feeling pleased with an achievement
Disappointed: feeling upset	Puzzled: feeling confused
Disgusted: feeling a strong dislike	Rejected: feeling refused or unwanted
Distracted: feeling put off	Relaxed: feeling calm and carefree
Distressed: feeling worried and upset	Relieved: suddenly feeling free of worry
Disturbed: feeling upset and frightened	Remorseful: feeling sorry
Eager: feeling very keen	Sad: feeling unhappy
Ecstatic: feeling really joyful and delighted	Safe: feeling free from danger
Embarrassed: feeling uncomfortable around other people	Satisfied: feeling pleased and content
Encouraged: feeling hope and support	Scared: feeling fear or afraid
Envious: feeling jealous and resentful	Shocked: feeling very surprised
Exasperated: feeling annoyed and upset	Smug: feeling better than others
Excited: feeling stirred up and eager	Stressed or stressed-out: feeling very worried
Excluded: feeling left out and alone	Stunned: feeling confused or surprised
Fascinated: feeling really interested	Successful: feeling that you've done something well
Focused: feeling very interested and wanting to concentrate	Surprised: feeling taken aback or amazed
	Sympathetic: feeling caring and understanding
Friendly: feeling kind and warm	Tense: feeling tight and worried
Frightened: feeling scared and afraid	Terrified: feeling very afraid
Frustrated: feeling blocked or hindered	Threatened: feeling scared and in danger
Furious: feeling very angry	Torn: feeling confused or pulled apart
Glad: feeling happy	Uncomfortable: feeling restless
Grateful: feeling thankful	Upset: feeling a little angry or disturbed
Guilty: feeling that you've done wrong	Weak: feeling helpless and powerless
	Worried: feeling bothered and concerned

Checklist of routines for behaviour for learning

Have I taught pupils a routine for:

- coming into and leaving the classroom at the start and end of a lesson?
- what to do if they are late?
- showing that they are ready for learning at the start of the lesson?
- distributing and collecting resources?
- moving around the room?
- understanding the levels of noise expected for different activities?
- moving from one activity to another?
- what to do when they are stuck, before asking an adult for help?
- showing that they need help from an adult?
- getting an adult's attention?
- getting work marked?
- what to do if they have finished an activity and have time to spare?
- asking to leave the classroom?
- asking to move to a quiet area if they are getting distracted or 'wound up'?
- clearing up?
- eating and drinking in the classroom?
- leaving the classroom at the end of the lesson?

Section 3: Engaging pupils through improved curriculum provision to meet their needs

Reflective curriculum design contributes to positive behaviour and regular attendance. It involves the senior leadership team planning simultaneously on:

- timetable arrangements;
- curriculum breadth, depth and balance;
- pupil grouping policy.

Strategic curriculum design and management supports effective teaching and allows pupils to learn in the knowledge that their personal qualities, skills and experiences are being recognised, their achievements built upon and that they are being provided with the opportunities to perform to their full potential.

> 'Good teaching provides the best incentive for attendance at school. It is essential in meeting the needs of pupils most at risk of disaffection because of limited concentration, ill-developed social skills and poor literacy.'
>
> (HMCI Annual Report 2001/02)

In successful schools, behaviour and attendance policy and the teaching and learning policy are mutually supportive. Both express the school's core values and principles and are a major influence on the work of all staff. In this context, consider the following:

- Pupils are more likely to be motivated by curriculum provision that meets their aspirations and develops their interests.

- There is now greater flexibility for schools to redesign the curriculum for groups of pupils with a view to engaging them more effectively.

- Personalised learning extends opportunities by encouraging individually tailored teaching and learning for every pupil.

- Making use of these opportunities will only be effective in improving behaviour and attendance if pupils feel included in the school and not separated from their peers by a differentiated curriculum that is not carefully considered and presented.

Activity 3.1: Curriculum provision

Curriculum choices and pupils' motivation and learning

Understanding and reflecting the school character in teaching and learning is central to effective curriculum design. The whole-school context and the underlying values, principles and beliefs of the school have to be consistent with what is taught and how learning takes place. Managing these aspects is a challenging task. How can a school ensure that the curriculum offer maximises positive behaviour, i.e. behaviour for learning, and encourages regular attendance? What are the implications for the curriculum?

Audience

All staff, subject departments or faculties, year or house teams

Purpose

To consider whether there is a broad and balanced curriculum on offer for all pupils; to consider the effect of the curriculum offer in promoting positive behaviour and regular attendance

Description

Participants:

1. consider how curriculum choices impact on pupils' motivation and learning. Using timetables from a sample of pupils across the school, they review these timetables, considering the questions below. The aim is to determine whether any aspect of the timetabling might lead to barriers to effective learning.

- Are subjects distributed evenly throughout the week to engage pupils in a range of styles of learning each day and avoid overloading pupils?

- Are there any subjects in timetable slots that might not be conducive to encouraging the best possible learning in that subject? Could this be avoided?

- Are practical subjects given enough time to meet learning objectives? If finding and putting away resources in an informed, organised manner is a behaviour-for-learning objective in a lesson, is there enough time for pupils to do this?

- Are subjects such as modern foreign languages (MFL), which require regular input, given appropriate timetable slots, to maximise learning?

- Does the timetable support the concentration span of all pupils and groups of pupils? What span can we expect? How does this differ at different points of the day or for different pupils?

- How effective is the timetable in promoting positive behaviour and regular attendance each day, at each key stage?

Refer participants to **resource sheet 3.1**, which gives scenarios of pupils who are experiencing difficulties.

Participants:

1. answer the questions associated with each pupil and consider the timetabling implications;

2. could consider shadowing a sample of pupils in school for a day, to find answers to the following questions:

- Are there any problems emerging regarding the curriculum offer?

- Are they of an individual nature or for groups of pupils?

- If problems are apparent, how might they be solved?

Summary

In successful schools the behaviour and attendance policy and the teaching and learning policies are mutually supportive. To review this position, schools should ask the following questions:

- Are pupils offered an appropriate, broad and balanced curriculum?

- How effective is this in promoting positive behaviour and regular attendance?

- Do curriculum choices made about timetabling impact on pupils' motivation and learning?

- How do we know?

- What are the strengths and weaknesses of curriculum design in each phase?

Links

Toolkit unit 1: Leadership and management

Activity 3.2: A broad and balanced curriculum

Supporting pupils' self-esteem

The phrase 'breadth and balance' has been applied to the curriculum for many years now and is familiar to schools. What does this mean when linked with behaviour and attendance policy and practice? The functions of a broad and balanced curriculum include promoting the spiritual, moral, cultural and social development of pupils and preparing them for the responsibilities and opportunities of later life. In this respect there is a natural overlap with the purpose of teaching behaviour for learning and improving attendance. Schools are required to maintain an inclusion policy while, at the same time, offering differentiation in the curriculum. Some arrangements, quite unintentionally, may have a negative effect on pupils' self-esteem. Pupils should not be made to feel excluded by being offered a differentiated curriculum. Different curriculum structures and timetables and the allocation of teaching staff may affect behaviour and attendance. However, inclusion and differentiation are not mutually exclusive practices and, if applied appropriately and effectively, can contribute to improving levels of achievement. Schools may wish to ensure that at all times the way choices are presented raises and retains self-esteem in all pupils.

Audience

Senior leadership team and middle leaders

Purpose

To ensure that decisions about curriculum organisation and management contribute to pupils' self-esteem and, as a result, promote behaviour for learning and regular attendance; to confirm understanding of what is meant by a broad and balanced curriculum

Description

You may wish to group participants in key stages for this activity.

Participants:

1. consider how curriculum choices affect pupils' behaviour and attendance. In small groups, they respond to the following questions:

- Does your school offer a variety of curriculum structures and timetables?
    - What vocational opportunities has the school provided for Years 10 and 11?
    - Does the school offer GCSE modules for citizenship?
    - What work-related qualifications, such as GNVQ, does the school offer?
- How are these choices presented to pupils?
- Does this raise and retain self-esteem in all pupils?
- How are staff allocated across the curriculum? e.g. Do some subjects have more support staff? Where are NQTs placed? Which teaching groups have heads of department?
- Does staff allocation affect behaviour and attendance?
- Is there a pupil grouping policy in the school?
    - To what extent does this policy have a positive effect on behaviour and attendance?
    - When was the pupil grouping policy last reviewed?
    - Is grouping practice influenced by new cohorts of pupils? Is it influenced by other factors?
    - What impact does the grouping policy have on behaviour, attendance and attainment? How do we know?
- Are there any aspects of the way in which the curriculum is organised overall that might influence levels of pupils' self-esteem?
- Given your responses to the above, can you identify impact on behaviour, attendance and achievement?
- What can be done to address any issues that the pupil grouping policy raises?

2. identify the key issues arising from their discussion, prioritise them and agree how they will inform future planning;

3. consider how they will:

- test the agreed course of action;
- monitor the impact of the changes they are proposing?

Summary

- Some arrangements for a differentiated curriculum may have a negative effect on pupils' self-esteem.

- Curriculum structures, timetables, pupil grouping and allocation of teaching staff may affect behaviour and attendance.

- Schools need to present choices that raise and retain pupils' self-esteem.

Links

Activity 3.4 Personalised learning and motivating pupils

Activity 3.3: Off-site teaching and learning

The benefits of off-site provision

The Increased Flexibilities for 14–16-year-olds Programme (IFP) was introduced in 2002. This programme aims to 'create enhanced vocational and work-related learning opportunities for 14–16-year-olds of all abilities who can benefit most'. The expected gains are to:

- help motivate pupils;

- provide an opportunity for young people to achieve vocational qualifications (e.g. NVQ, GNVQ);

- assist with pupils' progression post-16;

- address the needs of underachieving or lower-achieving pupils;

- raise attainment at Key Stage 4;

- enable pupils to emphasise an area of strength in vocational subjects;

- increase the range of GCSE qualifications available to pupils;

- improve attendance.

Key findings

- Pupils undertaking courses through IFP are largely **positive** about the experience. Most pupils say they chose to participate in IFP because they were interested in a particular vocational area and because it was related to a career interest.

- The majority of schools use some element of **selection in identifying pupils** to participate and consider pupils' strengths and interest in vocational study, and the extent to which pupils are **underachieving or lacking motivation at school**.

- Timetabling IFP provision in school and college timetables has been a challenge for most.

- Three-quarters of pupils do not miss lessons to participate in IFP. Those who miss some lessons are more likely to be pupils who attend courses away from school than pupils taking their courses in school. Half of schools consider that only some pupils are successful at catching up with missed work.

- Pupils on average spend around 20 per cent of their curriculum time on IFP courses.

- Most pupils who pursue their course away from school are particularly **positive about undertaking courses off site**. Here they appreciate the more relaxed atmosphere and being treated as an adult. Parents confirm that their children like the learning approach in college and observe that their children have **gained in self-esteem, self confidence and maturity**.

- Enabling pupils to access a college or working environment is a further benefit and school staff anticipate **a positive effect on pupils' progress**.

based on: *NFER evaluation of Increased Flexibilities Programme: survey of schools*, 2003

Audience

All staff

Purpose

To consider how pupils are offered an appropriate, broad and balanced curriculum

Description

Participants:

1. refer to **resource sheet 3.2** and consider how pupils in their school are selected for off-site vocational courses, using the following questions:

- What criteria are used?

- Are the criteria targeted towards engaging pupils who present consistently poor behaviours or irregular attendance?

- Are vocational courses an effective tool for motivating these pupils?

Based on responses, ask participants to consider whether the selection criteria need reviewing.

Participants:

1. consider how the learning that pupils gain from experience on off-site courses might be used to support effective learning of other pupils across different parts of the school;

2. reflect on the following questions.

- Are any learning points for staff in the school?

- How might these be shared?

Summary

The benefits of off-site courses include:

- relevant learning experiences to inform pupils' future career plans;

- a less-formal learning environment to that in schools;

- improved self-esteem, self-confidence and maturity for pupils;

- the voluntary engagement of pupils.

Links

NFER evaluation of Increased Flexibilities Programme: Survey of schools 2003

Activity 3.4: Personalised learning and motivating pupils

Pupils' motivation and behaviour

Pupils need to be set high but realistic standards. Expectations for pupils with challenging behaviour, and indeed consistently poor behaviour, should be no different from those for other pupils. Lowering standards for some pupils has a negative effect on the whole class. Differentiating teaching through personalising the learning experience for each pupil is helpful where expectations are clearly communicated and understood on an individual basis. This encourages class motivation as well as effective learning and is therefore more likely to result in higher levels of individual motivation and better use of ability. Many schools are already undertaking personalised learning, albeit in a different guise or under a different name. Clearly this strategy has implications not only for learning styles in terms of the level of engagement demanded, but also on the way in which pupils are taught.

Pupils' views on what makes a good teacher

'Teachers who respect you for who you are and then you respect them for who they are.'

'Teachers who do not embarrass you in front of everyone – they pull you aside and talk quietly.'

'Teachers who listen to the pupil's point of view.'

'Teachers who treat everyone fairly and with respect.'

'Calm teachers who keep the class under control.'

Pupils' views on what prevents them learning

'If you are copying or writing too much you don't learn.'

'When teachers shout all the time.'

'Teachers need to listen more, they don't know what we want.'

Audience

All staff

Purpose

To consider what makes effective learners; to explore differentiated teaching based on personalised learning styles

Description

Participants:

1. view the section 'Learning styles' (Unit 19) from the DVD *Pedagogy and practice: teaching and learning in secondary schools*. Prepare participants in advance to consider how the three different learning styles demonstrated in the video impact upon the motivation to learn for individual pupils in the class.

A copy of *Pedagogy and practice: teaching and learning in secondary schools* – Unit 19: Learning styles, page 5 may be a helpful reminder to participants of the indicators of preferred learning styles (see also **resource sheet 3.3**);

2. in groups, discuss the information about preferred learning styles. (You may wish to split participants into three groups, each exploring a different learning style.);

3. consider:

a) what implications differences in learning styles have for motivating pupils in lessons;

b) the effects these implications may have on pupils' behaviour.

Summary

- Pupils need to be set high, realistic standards.

- Expectations for pupils with challenging behaviour should be the same as expectations for other pupils.

- Individual motivation is best accommodated through personalising the learning experience.

Links

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

Pedagogy and practice: teaching and learning in secondary schools (DfES 0423-2004 G) Unit 19: Learning styles; DVD (DfES 0445-2004 GDVD);

Resource sheet 3.1

Lesson length and position in school timetable

Optimum lesson length can vary from subject to subject and for different pupils. Schools may wish to consider carefully the best way to package the curriculum. Consultation is important.

Consider the following scenarios.

Frequently late arrivals

Tom is late to school on a regular basis because he is responsible for taking his younger brother to primary school on the way. This year mathematics is the first lesson of the day on four mornings. Tom frequently misses either the whole or part of the lesson.

How does Tom feel?

What can staff do to support Tom in the short term?

What can teacher assistants or learning mentors do to help?

What can Tom do? What support will he need?

What longer-term alterations to the timetable could be suggested, if any?

Tired pupil

Jasmine frequently arrives at school tired due to an inadequate diet and late nights. Following a detailed briefing given in tutorial time in assembly, the day always begins with a concentration of lessons where the teaching style of learning is predominantly about listening and recording information.

How does Jasmine feel?

What can staff do to support Jasmine in the short term?

What can teacher assistants or learning mentors do to help?

What can Jasmine do? What support will she need?

What longer-term alterations to the timetable could be suggested, if any?

Resource sheet 3.2

Reasons for pupils' involvement in the Increased Flexibilities Programme (IFP)

Pupils' views

59% chose the qualification because they were interested in the subject.

43% said the course related to the career they were interested in.

11% chose to take a vocational qualification because they wanted to do more practical work.

10% said they chose it because they wanted to study out of school.

8% said they had been told to do the course by someone at their school.

3% indicated that their parents had told them to do it.

11% said that they participated because they had been told to.

Attitudes to school

- Pupils who had a **tendency to prefer studying out of school**, at a college or training provider, were significantly more likely to indicate that they chose their course because they were interested in the subject, or because the course was related to the career they were interested in.

- Pupils with **negative attitudes towards school** were significantly more likely to indicate that they chose their course because they wanted to do a different type of work, and they wanted to study out of school, which suggests that these pupils were looking for an alternative learning experience to that offered in school. They were significantly less likely to report that they chose their course because they were interested in the subject or because it was related to their career interest.

- Pupils who **preferred a more practical style of learning** were more likely than other IFP pupils to report that they had chosen their IFP course because it was related to the career they were interested in, possibly a career based on practical skills.

Schools' selection process

29% reported that the IFP was a completely free option choice for pupils.

10% indicated that the IFP was mostly a free option choice, but that some pupils were dissuaded from involvement.

25% reported that pupils could put themselves forward for the IFP, but that the school made the final decision about selection.

30% indicated that school staff approached individual pupils they felt might benefit from the programme.

67% of schools used some element of selection.

The main selection considerations reported were:

- underachievement in the academic curriculum (66%);

- a strength or interest in vocational study (62%);

- an interest in a specific occupational area (58%);

- poor motivation at school (54%);

- learning difficulties or SEN (31%).

Resource sheet 3.3

Learning styles

Teacher observation

Observing and talking to learners will give you results as reliable as questionnaires. Some of the indicators of different learning styles include the following:

A visual learner:

- prefers to read, to see the words, illustrations and diagrams;
- talks quite fast, using lots of images;
- memorises by writing repeatedly;
- when inactive, looks around, doodles or watches something;
- when starting to understand something says, 'that looks right';
- is most distracted by untidiness.

An auditory learner:

- likes to be told, to listen to the teacher, to talk it out;
- talks fluently, in a logical order, and with few hesitations;
- memorises by repeating words aloud;
- when inactive, talks to self or others;
- when starting to understand something says, 'that sounds right';
- is most distracted by noises.

A kinaesthetic learner:

- likes to get involved, hands on, to try it out;
- uses lots of hand movements;
- talks about actions and feelings; speaks more slowly;
- memorises by doing something repeatedly;
- when inactive, fidgets, walks around;
- when starting to understand something says, 'that feels right';
- is most distracted by movement or physical disturbance.

Talking to pupils about their favourite learning activities and curriculum subjects can also help build this profile and can provide an insight into learning preferences, multiple intelligences and thinking styles.

For further information, refer to *Pedagogy and practice: teaching and learning in secondary schools* (0434-2004) Unit 19: Learning styles, 'Summary of research' section.