

# The National Programme for Specialist Leaders of Behaviour and Attendance

*innovative, effective, practical*

**Inducting new staff  
in behaviour and  
attendance**

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<http://www.teachernet.gov.uk/npslba>

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## Aims

Through study of this topic you will:

- Stimulate thinking about the relationship between staff induction and the successful management of behaviour and attendance
- Make participants aware of the dangers of poor induction
- Broaden understanding of organisational culture and the ways individuals are initiated into it
- Increase awareness of the range of activities and procedures involved in induction

***The aims of this session are on slide 2***

## Aspects of leadership

The study of this topic will help you to reflect on how you:

- Understand key skills and attitudes that staff require for managing behaviour and attendance
- Explore ways in which those skills and attitudes are conveyed to new staff
- Implement induction requirements of different staff in the same setting
- Understand the underlying attitudes and feelings of new staff when designing induction procedures

***You will want to share this information with the group***

## Learning outcomes

The study of this topic will help you meet the following learning outcomes:

### At level 3

#### Unit 3.1

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance

#### Unit 3.2

- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance

#### Unit 3.3

- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance

#### Unit 3.5

- 3.5.3 Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

***You will want to share this information with the group***

## Learning outcomes

The study of this topic will help you meet the following learning outcomes:

### At level 4

#### Unit 4.1

- 4.1.2 Explain how the vision and values inherent in a person centred-approach can impact on a whole-school/setting management and improvement policy
- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive

#### Unit 4.2

- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers) in relation to behaviour and attendance

#### Unit 4.3

- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

#### Unit 4.5

- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

***You will want to share this information with the group***

## Links to national behaviour and attendance strategies

### **The Behaviour and Attendance Strand of the National Strategy for School Improvement**

The Primary National Strategy has produced a range of materials to assist with behaviour and attendance issues – further links are given on the behaviour4learning site.

NPSLBA study materials are linked in content to a range of Secondary National Strategy professional development materials.

Both these and the primary materials will support a school in setting the best possible context within which legal issues may be addressed effectively and efficiently.

### **Every Child Matters, DCSF Five-Year Strategy**

The Every Child Matters agenda sets out the five outcomes for every child and young person. All of these outcomes may, at some time, be relevant to this topic, particularly the first and second.

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

- Being healthy
- Staying safe
- Enjoying and achieving
- Achieving economic well-being
- Making a positive contribution

### **Attendance**

Poor attendance, at school and in other settings, arises for many reasons. In many cases there will be legal implications for both the child and his or her family. The influence of leaders in developing and implementing a positive vision for behaviour and attendance can be powerful in determining whether children, young people (and staff!) attend well.

DfES Attendance website: [www.dfes.gov.uk/schoolattendance](http://www.dfes.gov.uk/schoolattendance)

### **Anti-bullying**

The DCSF is working to help schools create a climate in which bullying is unacceptable and this has secured a broad consensus, with all the teaching associations and national Anti-bullying Alliance signing up to these principles. The anti-bullying charter is a voluntary commitment to creating an environment in which the ethos, values and beliefs will result in a community which is respectful, inclusive and responds effectively to any bullying incidents. While this charter is voluntary, there will often be significant legal issues in those settings where bullying occurs and this has not been properly addressed.

### **Violence reduction in schools**

Similarly in this area, legal issues may arise in those schools that have not taken appropriate action to minimise and eliminate violence. The violence reduction in schools' programme provides advice for schools and other educational settings to



help promote a climate of non-violence and to respond to violent incidents in ways which prevent recurrence. This can be found at:

[www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/](http://www.teachernet.gov.uk/wholeschool/behaviour/violencereduction/)

[behaviour4learning.ac.uk](http://behaviour4learning.ac.uk)

This website has been developed by the TDA with the specific aim of enhancing the knowledge and skills of those in training. The website has a wealth of relevant materials and resources.

***In addition, on page 53 you will find reference to the relevant DCSF behaviour and attendance professional development materials***

## Links to NPSLBA study materials

- 1a Creating an ethos for social inclusion
- 1b Developing and implementing a vision for behaviour and attendance
- 2f Leading professional development in behaviour and attendance
- 2i The school-based mentoring of teachers in training. The role of the specialist leader
- 2j The role of senior leadership in managing behaviour and attendance improvement

***You will want to share this information with the group***

## Session outline

<b>Previous session</b>	Review of intersessional activities	10 minutes
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<b>Overview</b>	Inducting new staff in behaviour and attendance Discussion of reading and reflection Aims Links	10 minutes
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<b>Activities</b>		1 hour 45 minutes
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1. *Principles of induction*
2. *Induction, staff behaviour and outcomes for children and young people*
3. *Remembering what it was like*
4. *Designing an induction programme*
5. *Inducting the wider community (optional)*

### Session review

<b>Selecting intersessional activities</b>	20 minutes
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<b>Forward look</b>	5 minutes
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**Total time 2 hours 30 minutes**

### Overview

This topic encourages the group to think about the relationship between staff induction and the successful management of behaviour and attendance. It promotes reflection on the dangers of poor induction and links this to an understanding of the culture of organisations.

Activity 1 gives group members the opportunity to discuss the preparatory reading and reflections.

The video and Activities 2 and 3 encourage the group to reflect on their own experience of induction and on the relationship between staff induction and behaviour and attendance.

Activity 4 encourages the group to consider the key messages an organisation might want to get across in induction. Group members are encouraged to think about the needs of all the staff in their place of work and the importance of taking into account the needs and feelings of individuals when they start a new job.

The intersessional activities encourage group members to look at and think of ways of improving induction processes and procedures at their own place of work.

## Preparing to lead the session

To do before the session	Check
Familiarise yourself with the content, session leader notes and delivery methods for this topic. You will want to adapt the topics to suit the needs of your group. In particular, make sure you have watched the video which will form a part of Activity 2.	
Prepare the necessary resources	
Arrange any visitors or speakers as necessary	
Ensure that the group has access to the preparatory reading prior to the session.	
Ensure that the group has access to the intersessional activities prior to the session	
Ensure that the group has information regarding when and where the session will take place. <i>You may already have provided this in the forward look at the previous session</i>	
During the session	
Complete the attendance record and send to your Regional Coordinator	
The previous session leader will review intersessional activities from the earlier topic	
Focus the attention of the group on the key questions that will help them gain most benefit from the session.	
These questions will also help focus reflection in the reflective log	
Introduce the activities and take feedback	
Review the learning	
Lead the group in a discussion about the intersessional activities and ensure they understand the options.	
Encourage group members to reflect on each section of the 'Framework for evaluating options' and to complete the section 'My next three steps are...'	
Ensure the group complete and return the session feedback form to your Regional Coordinator	
Follow up	
Collate and distribute any material that you have agreed to circulate	
Reflect on your role as session leader in your reflective log	
At the beginning of the next meeting you will have a 10-minute slot to review intersessional activities with the group and to share ways in which learning might be further developed	

Equipment	Check
Video player	
Data projector and screen or interactive whiteboard	
Presentation slides	
Flip chart and marker pens	
Sticky notes	
Refreshments	

Resources	Check
<b>Preparatory reading and reflection</b>	
<b>Activity 1</b>	
Resource A <i>Formal and informal organisation and induction</i>	
Resource B <i>Attributions, beliefs and unconscious messages</i>	
<b>Activity 2</b>	
Resource A <i>Video: Inducting new staff in behaviour and attendance (part 1)</i>	
<b>Activity 5 - Optional</b>	
Resource A <i>Video – Working with parents and carers, Inducting parents and other stakeholders (Part 2)</i>	

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***You might want to adapt these activities or use alternative materials to help you meet the particular needs of your group.***

## Review of intersessional activities

Write each of the four headlines below on a large sheet of paper. Display these around the room.

Read out the questions in full and allow the group five minutes to jot down their responses to each question on sticky notes. Ask group members to place each note under the appropriate heading.

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

1. In carrying out your chosen intersessional activity, were there any important leadership issues that arose?

### ***'Leadership Issues'***

2. Were there any organisational or structural issues that particularly supported you in, or prevented you from, carrying out the activity successfully?

### ***'Organisational Issues'***

3. Were there aspects of your own skills and knowledge that helped, or prevented you from carrying out the activity successfully?

### ***'Skills and Knowledge'***

4. What were the most successful and enjoyable aspects of your experience with the intersessional activity?

### ***'What went well?'***

***After 10 minutes move on to discuss the preparatory reading for this topic***

## Preparatory reading and reflection

### Suggestions

Following the preparatory reading, consider the questions below as they relate to your own experience.

Questions for discussion and reflection

- *How can we assess the existing skills levels and strengths of new staff members?*
- *How long should an induction programme last for different employees?*
- *What value is there in inducting staff working at different jobs together?*
- *What are the first messages you would want to give to new employees about successful work in the area of behaviour and attendance with children and young children?*

You should also read the following accompanying articles:

- *Formal and informal organisation and induction* (Informational culture in organisations can promote or harm the interests of young people)
- Preparatory Activity Resource A

***You should bring along any notes you make to the session***



## Activity 1

### Principles of induction



**10–15 minutes**

#### **Purpose**

To help the group to consider how the induction process might differ for people with different roles and responsibilities

#### **Resources**

Preparatory reading and reflection

Resource A *Formal and informal organisation and induction*

#### **Suggestions**

Ask group members to share their responses to the preparatory reading. Use the questions below as a guide to facilitate discussion

- *How can we identify the existing skills levels and strengths of new staff members?*
- *How long should an induction programme last for different employees?*
- *What value is there in inducting staff working at different jobs together?*
- *What are the first messages you would want to give to new employees about work in the area of behaviour and attendance?*
- *What negative messages might new staff members send to children and young people at a sub-conscious level?*
- *What messages would you want to give to new workers about the emotional demands of the job and how to cope with them?*
- *What induction practices are most useful in helping new employees cope with the emotional demands put on them?*

## Activity 2

### Induction, staff behaviour and outcomes for children and young people



30 minutes

#### Purpose

To discuss the process of induction and the relationship between adult and child behaviour

To establish a link between induction, staff behaviour and the five outcomes of Every Child Matters

#### Resources

Resource A Video – *Inducting new staff in behaviour and attendance (part 1)*

Slide *Five outcomes*

#### Suggestions

##### Part 1

View Introductory video (section 1) Then in pairs discuss:

What were the most important points for you?

How did the examples described compare with your own experience of induction?

Record the key points from the paired conversations up on to a flip chart

*Note to session leaders: the video should get the group engaged – it aims to reflect experience in a wide range of settings. When individuals are comparing answers it might be useful to focus on the relationship between consistent adult behaviour and children's behaviour so that the relationship is made explicit at the outset. It might also be useful to share examples of how inconsistent adult behaviour produces poor behaviour and attendance.*

##### Part 2

Remind the group of the five outcomes of Every Child Matters from a behaviour and attendance perspective.

What are the key messages that new staff will need right away?

Individually consider the key messages about your own organisation that are essential to convey to all who work in it. Remember that all organisations have a rich informal culture that carries messages about values, attitudes, beliefs and ways of doing things. Ask yourself about the gap between the 'formal' and 'informal' culture in your workplace and how that might appear to new staff.

Write a brief statement about the key messages you would wish to convey to all new staff at induction as they relate to ECM.

## Activity 3

### Remembering what it was like



**25 minutes**

#### **Purpose**

To promote discussion about induction based on the group's own experiences

#### **Suggestions**

Use the following questions to build a mind map on the flip chart.

*(At this stage we are not focusing specifically on behaviour and attendance issues.)*

- *What anxieties and questions did you have as a new employee?*
- *How did you best learn and who were the best people to tell you?*
- *Were there any things you could have had as part of your induction process and didn't?*
- *What factors contributed to your own first impressions? (E.g. environment, handbook, key person )*
- *How long should induction last?*

Following this activity summarise the key points emerging from the discussion. Suggest that group members take the ideas forward through the intersessional activities.

*Session leader: If you are working with a small group, an alternative way to run this activity would be to have people interview each other in pairs, asking about their experiences of induction, good and bad, what they would have liked and how they would design an induction programme. Slide 4 accompanies this session so that group members can refer to it as they are working*

## Activity 4

### Designing an induction programme



**30 minutes**

#### **Purpose**

To give group members an opportunity to discuss the behaviour and attendance elements of an induction programme.

#### **Suggestions**

Working as a whole group, list the most useful induction practices you have encountered, e.g. buddy schemes, observation of other people working, regular supervision. Identify why each practice was useful. Working in groups, nominate a job in your institution and design the key induction elements that would support your policy and practice on behaviour and attendance.

You may want to consider any of the following:

- A new manager with previous experience
- A newly appointed teaching assistant
- A newly appointed lunchtime supervisor
- A newly appointed receptionist/member of administration team
- A new teacher

Remember that their induction into the organisation will also have to cover a wide range of policies and practices, so your plan cannot be over-full.

*Session leader – emphasise that this is more than a bullet point exercise – the idea is to create a realistic plan for those elements of induction related to behaviour and attendance.*

## Activity 5

### Inducting the wider community



15 minutes

#### **Purpose**

To deepen the understanding of the induction needs of parents, carers and outside professionals so that they can be effective partners in promoting positive behaviour and full attendance.

**This is an optional activity.**

#### **Resources**

Resource A                      *Video part 2 – working with parents and carers*

#### **Suggestions**

View the second section of the video, *Working with parents and carers – inducting parents and other stakeholders*.

Working in small groups, individuals take it in turn to take on the role of a parent, or a visiting professional, and to describe their fears and feelings about visiting your workplace. Groups should then suggest ways in which the fears or worries can be allayed.

Educational settings can often be quite insular in their attitudes to parents and carers and to outside professionals such as care workers or supply staff. In turn, it can be difficult for outsiders to appreciate some of the policies and practices of an institution. However, unity between all the stakeholders is essential to effective behaviour and attendance practice. The aim of this exercise is to deepen our empathy with the needs of 'outsiders' and to think of ways in which their needs can be met.

*Session leader: this exercise will work best if group members are encouraged to take on their roles as realistically as possible. Some course members may dislike role-play, in which case they will probably get more out of the exercise by observing.*

## Session review

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

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

Ask group members to suggest one thing that has stimulated, interested or surprised them and that they will share with others.

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

Ask group members to focus on leadership knowledge, skills and understanding.

***Session leader only***

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

***Now spend 10 minutes looking at the selection of intersessional activities.***

***Remind the group to complete feedback forms and send to your Local Lead.***

## Intersessional activities

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## Intersessional Activity 1

### Investigating experiences of induction

#### Purpose

To achieve a deeper understanding of the experience of induction and of its effectiveness in your workplace

To explore the informal aspects of organisational culture and initiation

To gain skills in interview technique and interview analysis

This activity relates to Activity 3, *Remembering what it was like*

<b>Audience</b>	All job families
<b>Use of expert</b>	None required
<b>Short-term</b>	This activity will take four hours
<b>Links to the learning process</b>	Practical application Feedback and reflection Embedding the experience

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Interview two colleagues about their induction with particular regard to the messages they received about behaviour and attendance. Conduct a 30-minute interview with each colleague.

The interview should focus on issues to do with induction as it relates to behaviour and attendance. You will need a set of points to raise during the interview. These might include:

- What information were you given before you started?
- What was involved in the formal induction process?
- What messages were you given about how to work with colleagues?
- What messages were you given about how to work with children and young people?
- What problems did you encounter when you started?
- How effective was the support you received?
- Who 'showed you the ropes'?
- What recommendations would you make to improve induction particularly in regard to behaviour and attendance matters?

You will need to allow time to reflect on and summarise the main points in your interviews (allow 20 minutes per interview) and then to write up your conclusions.



**At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.**

**You should record the key points from this conversation.**

### **Outcomes**

You will have a deeper insight into the subjective factors influencing policy

You will have developed your skills in communication

A short report outlining some of the issues arising from their interviews, and this should report should include recommendations for either maintaining or changing aspects of the induction procedure

You will have demonstrated abilities to reflect on the subjective experience of induction and to frame policy recommendations.

### **Reporting**

A report with recommendations to your senior leadership team based on your interview notes.

### **Accreditation**

**This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:**

#### **Level 3**

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.5.3 Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

#### **Level 4**

- 4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy
- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance

- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers) in relation to behaviour and attendance
- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

## Intersessional Activity 2

### Policy review

#### Purpose

To increase understanding of the importance of your induction policy and to evaluate the relationship between the policy and its practice in your place of work

To reflect on the purpose of policies and have an opportunity to evaluate a particular policy

This particularly links to Activity 2

#### Audience

All job families

#### Use of expert

None required

#### Short-term

This activity will take three hours

#### Links to the learning process

Practical application  
Feedback and reflection  
Embedding the experience

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Obtain and read your institution's induction policy and identify its strengths and weakness in relation to behaviour and attendance.

Look at the policy carefully and then evaluate it in terms of the following questions:

- What references does it make to behaviour and attendance issues?
- What references does it make to Every Child Matters?
- Does it cover all members of staff?
- Does it describe different induction procedures for different groups of staff?
- Does it exclude any members of staff?
- What provisions does it have for coaching/mentoring new members of staff?
- Does it make it clear when induction ends?
- Does it include any provision for new staff to feed back on their induction experience?

You should then write an evaluation which, as well as responding to these questions, also gives an overall appreciation of the policy in relation to behaviour and attendance and suggests ways in which the policy might be developed.

**At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.**

**You should record the key points from this conversation.**

## Outcomes

You will have developed your skills in digesting, summarising and evaluating key aspects of a policy as it relates to behaviour and attendance

You will develop skills in using a systematic framework for documentary analysis

You will develop skills in reflecting on existing policy and framing appropriate recommendations for improving policy

An examination of the setting's induction policy

A written evaluation of the institution's induction policy

## Reporting

A report to the setting's senior leadership team outlining your evaluation of your induction policy

## Accreditation

**This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:**

### Level 3

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.5.3 Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

### Level 4

- 4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy
- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers) in relation to behaviour and attendance
- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

## Intersessional Activity 3

### Staff induction and parents

#### Purpose

To give group members an opportunity to examine how new staff are made aware of the needs of parents and carers of children new to the setting

<b>Audience</b>	All job families
<b>Use of expert</b>	None required
<b>Short-term</b>	This activity will take four hours
<b>Links to the learning process</b>	Practical application Feedback and reflection Embedding the experience

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Arrange to interview two staff new to your organisation to find out what messages they have been given in relation to behaviour and attendance, and to your organisations approach to parents or carers who are new to the institution.

- What do you believe are the first impressions of children, young people and their parents?
- What information are they provided with?
- Who do they meet and where?
- What do you think are their feelings the first time they came to the setting?
- What messages do they get about how we do things around here?
- What do they want to know about us?
- Do you think we did a good job of telling them how we work?
- What ideas might they get about how we work on behaviour and attendance issues?
- Do you think they have someone they could contact with questions and concerns?
- What could we do to improve the way we welcome parents and carers and inform them of how we work?

After the two interviews you should write a summary highlighting areas of satisfaction and possible areas for improvement

You might find it useful and interesting to conduct the same interviews with two parents or carers and compare the two sets of responses.

**At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.**

**You should record the key points from this conversation.**

## Outcomes

You will have developed interview techniques including your ability to use a guided framework to interview colleagues (parents/carers)

You will have demonstrated the ability to reflect on interview material and frame appropriate recommendations for improving policy

Interviews carried out

A written account produced of interviews with two staff highlighting areas of satisfaction and areas for improvement

## Reporting

A report to senior leadership team detailing strengths and areas for improvement

## Accreditation

**This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:**

### Level 3

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.5.3 Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

### Level 4

- 4.1.2 Explain how the vision and values inherent in a person centred approach can impact on a whole school/setting management and improvement policy
- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers) in relation to behaviour and attendance
- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance

- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence



## Intersessional Activity 4

### Policy and practice

#### Purpose

To consider ways in which an induction policy might be developed

To get an understanding of the practical difficulties of implementing an induction policy in action

This activity particularly relates to Activity 4

**Audience** All job families

**Use of expert** None required

**Short-term** This activity will take three hours

**Links to the learning process** Practical application  
Feedback and reflection  
Embedding the experience

This activity will allow you to reflect on the way policy is put into practice and to develop your grasp of the details of policy management.

You will also gain skill in interview technique and interview analysis.

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Arrange to meet the colleague who is in charge of implementing the induction policy at your place of work. Explain that you would like to interview them.

The interview should focus on aspects of induction that are related to behaviour and attendance and it could take the form of a S.W.O.T. analysis. This will involve asking them to think about:

The **S**trengths of the current policy in terms of behaviour and attendance – for example, the current induction programme includes an introduction to the behaviour policy.

The **W**eaknesses of the current policy – for example, the policy makes no mention of Every Child Matters

The **O**pportunities available for improving it – for example, we could ask more experienced colleagues to assist in inducting new staff

The **T**hreats that might prevent us from improving it – for example, time pressures on staff.

Remember to focus the interview around issues of behaviour and attendance. You will also need to offer some prompts in the interview to make sure you cover areas like:

- The inclusivity of the policy – does it cover all staff?
- The consistency of the policy – is it always carried out and monitored?
- The comprehensiveness of the policy – does it deal with issues of behaviour and attendance. Does it provide key messages to new staff relating to behaviour and attendance?
- The level of support of by the policy – do staff members have an induction mentor, for

example? Is there someone new staff can take their problems to?

- The monitoring of the policy. Is there any way of checking with new staff how well the policy is working?
- Are there any specific features of an induction policy that relate particularly to behaviour and attendance?

You should add additional categories as you see appropriate. The interview will take about half to three quarters of an hour. You will then need time to reflect on what you have learned and to organise your notes.

Then write a report on the interview. Your report can be in the form of a SWOT analysis of the induction policy.

**At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.**

**You should record the key points from this conversation.**

### **Outcomes**

You will have developed your understanding and skill in conducting a SWOT analysis

You will have developed skills in structured interviewing

You will have increased ability to reflect on a professional conversation and to frame recommendations for improvement

A written report of on the current induction policy in the form of a SWOT analysis

### **Reporting**

A report to your setting's senior leadership team

### **Accreditation**

**This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:**

#### **Level 3**

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.5.3 Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

#### **Level 4**

- 4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy
- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers) in relation to behaviour and attendance
- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

## Intersessional Activity 5

### Using a questionnaire to assess staff views on induction

#### Purpose

To give group members the opportunity to develop a questionnaire to get a broad view of staff satisfaction and opinions on the induction process as it relates to behaviour and attendance

To make any recommendations that may be necessary to improve the induction process

To develop an understanding of the subjective reactions of staff to an induction process

To offer experience of data analysis

#### Audience

All job families

#### Use of expert

It might be useful to get an experienced person to help with the design of a questionnaire. An education psychologist or an experienced colleague might be able to help

#### Short-term

This project will take four hours

#### Links to the learning process

Practical application  
Feedback and reflection  
Embedding the experience

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

Seek the agreement of senior staff and of colleagues to give out a brief questionnaire. It is important that the questionnaire is brief – no more than four or five items. This is because colleagues will have limited time to fill it out and you will need to keep the amount of data under control. If you work in a large organisation then it would be better to use a sample of colleagues – no more than 12.

Possible questions are:

- What were the most useful aspects of induction for you?
- During your induction, what messages did you get about how to support behaviour and attendance?
- Did you feel adequately supported during induction? Please explain your answer
- In what ways do you think the induction process could be improved?

Trial the questions with one or two colleague to make sure they are appropriate and that they provide the information you want. You may discover at this stage that you want to add a question – but be careful not to overload yourself.

You will need two hours to read through and reflect on the answers when you get them.

Then write up the project using the questions as your headings. It would be useful to add a final paragraph drawing attention to what you think are your most significant findings and making any suggestions that may seem appropriate as to how the induction policy might be strengthened.

**At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has had within your workplace.**

**You should record the key points from this conversation.**

### **Outcomes**

You will have developed an understanding of questionnaire design, trialling, administering and analysis

You will have increased your understanding of staff perceptions of induction

A written analysis of the induction policy based on interview questions

### **Reporting**

A report to your setting's senior leadership team

### **Accreditation**

**This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:**

#### **Level 3**

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person centred approach to behaviour and attendance
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.5.3 Describe how they would promote a whole school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

#### **Level 4**

- 4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy
- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance

- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers) in relation to behaviour and attendance
- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

## Intersessional Activity 6

### Planning an induction programme related to behaviour and attendance

#### Purpose

To give group members the opportunity to develop an induction programme which meets the needs of different staff in the area of behaviour and attendance

#### Audience

All job families

#### Use of expert

If you are aware of another setting with a well-regarded induction programme in the area of behaviour and attendance you may want to ask a representative to attend your meetings or support you in some other way

#### Long-term

This project will take one term

#### Links to the learning process

Practical application  
Feedback and reflection  
Embedding the experience

#### Suggestions

**Before you begin this activity you should meet with senior colleagues to agree protocols.**

This activity gives group members the opportunity to build on Activity 4.

Form a small group of staff, if possible representing different job families, and include any member of staff with responsibility for induction.

The brief for the team is to research (from other schools, literature or website sources and the material contained in this topic) and develop an induction programme for all new staff.

Possible issues are:

- How would the group suggest analysing the differing needs of individuals (as suggested in the preparatory reading) and different job families in relation to their role in promoting good behaviour and attendance?
- How would the group describe the desired outcomes of the programme? (You may wish to consider what the new person would be able 'to do' in a year's time as a result of having access to the programme)
- What options should be available for the delivery of the programme – mentoring, buddy teaching, in-service training, after-school surgeries, regular meetings of new staff, regular meetings with line managers, etc.
- What might the key messages to be shared about behaviour and attendance in your setting?
- How would the group recommend the induction process be monitored and evaluated? How will you get feedback from colleagues?
- Look at the group's suggestions so far and consider what additions and/or deletions there would be if children and parents were asked what they thought should be in the programme?

Then write up the project perhaps using the issues above as your headings.

**At the end of the intersessional activity you should meet again with senior colleagues to discuss the impact this activity has or might have within your workplace.**

**You should record the key points from this conversation.**

### **Outcomes**

A written report describing the recommended induction process

Key points arising from feedback to your senior colleagues

### **Reporting**

A report to your setting's senior leadership team

### **Accreditation**

**This intersessional activity offers the potential to help you meet the following learning outcomes, depending on the nature of the assessment chosen and the elements you choose to include in your evidence:**

#### **Level 3**

- 3.1.2 Describe the vision and values inherent in a person-centred approach to whole-school/setting management
- 3.1.3 Describe the personal values and beliefs which could affect a person-centred approach to behaviour and attendance
- 3.2.3 Explain how they can contribute to the development and implementation of induction and development programmes for staff, new staff and volunteers in relation to behaviour and attendance
- 3.3.2 Explain the importance of having shared values and beliefs in leading improvements in behaviour and attendance
- 3.5.3 Describe how they would promote a whole-school/setting action plan which addresses the systems and practices relating to behaviour and attendance that could be modified and improved
- 3.5.4 Explain the contribution that the specialist team leader of behaviour and attendance can make to the organisation and management of systems and practices that relate to behaviour and attendance

#### **Level 4**

- 4.1.2 Explain how the vision and values inherent in a person-centred approach can impact on a whole-school/setting management and improvement policy
- 4.1.3 Analyse the impact of personal values and beliefs and how they could be influenced to be more person-centred and inclusive
- 4.2.4 Evaluate team and individual skills and knowledge development needs in respect of behaviour and attendance
- 4.2.5 Devise and support induction and development programmes for staff (e.g. new staff, governors, parents and carers) in relation to behaviour and attendance
- 4.3.2 Evaluate the importance of having shared values and beliefs in leading improvements in behaviour and attendance



- 4.5.4 Analyse the role of the specialist leader of behaviour and attendance in the organisation and management of systems and practices that relate to behaviour and attendance
- 4.5.5 Analyse the contribution of the specialist leader of behaviour and attendance in developing networks and partnerships that draw up multi-agency policies and practice to promote positive behaviour and full attendance and an ethos of non-violence

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	Resource B	<i>Attributions, beliefs and unconscious messages</i>	49
Activity 2	Resource A	<i>Video: Inducting new staff in behaviour and attendance (part 1)</i>	Video
Activity 5	Resource A	<i>Video: Working with parents and carers Inducting the wider community (part 2)</i>	Video
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## Preparatory reading and reflection

### Introduction

An important aim of behaviour and attendance policies is to ensure that adults behave in a positive and consistent way. This aim is central to staff professional development and it begins at the induction stage.

Induction can be considered as the first step in professional development, introducing a new staff member to the values, beliefs and expectations of an institution as well as making an initial assessment of the talents and capacities of the staff member concerned.

When planning the induction process or experience an educational setting needs to take into account a number of factors:

- The degree to which people are able to absorb information in a new environment
- The information and policies which are essential baseline knowledge
- The skill level of the new staff member
- The extent to which induction is specific to particular roles or generic to the organisation as a whole.

Induction is the first point at which the norms and expectations of an organisation are established. Induction cannot be effective if the setting is unclear about how this should happen. In the absence of clearly communicated messages other, alternative information will be communicated by default. Induction will inevitably happen but it may not be the experience that was hoped for.

We have all experienced the strange feeling that comes from being in a new job or a new situation. There may be a lot to take in and we do not have the safe feelings of comfort and familiarity that we have experienced in previous jobs or in other settings. A successful induction programme can support new staff through a period when they may feel uncomfortable or worried about their skills.

There are three models that we can use to help us consider what needs to be involved in an induction programme.

### Cycles of development

In their book, *Improving Behaviour and Raising Self-Esteem in the Classroom*, Barrow et al provide us with a model of emotional development, based on the work of Julie Hay. This would be a useful resource.

You could develop this idea further. It helps us to understand three key ideas in induction:

- (i) when we are new to a job we go through different stages
- (ii) at each of these stages we have different needs and feelings
- (iii) we can benefit from different forms of support at each stage

### Situational leadership

This model was devised by Ken Blanchard (author of the *One Minute Manager*) and his colleague Paul Hersey. In their model they focus on the balance between the amount of **direction** and the amount of **support** that a leader or manager provides to staff. This would be a useful resource

*Supporting* leaders pass day-to-day tasks on to staff members and support them in carrying them out.

*Directing* leaders are high on control; they define the tasks of the staff member and

supervise them closely.

*Coaching* leaders offer a high level of direction but also a high level of support. They are interested in developing staff members, encouraging dialogue and building on existing skills.

*Delegating* leaders effectively pass control of the job to the staff member. They are available for consultation if required, but the request is in the hands of the staff member.

Having defined these four styles, Blanchard and Hersey then map out a similar profile for staff members in terms of their level of commitment and competence. The goal is to achieve an appropriate match. For example, some new staff or casual employees may require high levels of direction – ‘just show me how to do it’. As they become more familiar with the work, they may appreciate more of a coaching style.

From an induction perspective, as with the previous model, new staff members may have different needs at different stages. An educational setting will need to vary the level of support and direction not only for different jobs, but may also *need to take account of the existing experience of new employees*. People who bring a wealth of experience to a new job might not appreciate a high level of direction. They may feel they are being told, ‘How to suck eggs’. This demonstrates the importance of skills assessment as part of an induction programme. The situational leadership model throws up sharp questions for leaders involved in inducting new staff – is the balance of support and direction right for each inductee?

### **Conscious competence**

This third model appears in many management training manuals, but its origins are unclear – it has become part of the folklore of management theory. It describes all learning processes as going through several distinct phases.

This model is helpful for several reasons. Firstly, it shows that there are no short cuts to competence. It takes time to embed new skills and ‘take on’ new learning. Even though a member of staff (and their mentor) may think he or she has acquired a new skill, it might easily break down under pressure. It seems as though there are no short cuts in this learning process; most new staff have to go through these different stages and may at times ‘revert’ to a previous stage.

This model is also useful when considering new jobs and posts mid-career. For example, many teachers report that after a move to a new post in a new school they are suddenly challenged on basic teaching and behaviour management skills. Pupils in the new school do not accept their authority automatically and they have to re-deploy skills they have not used for years. This can be especially challenging as it undermines our idea of ourselves as authoritative and competent. Staff members facing such a transition can benefit greatly from mentoring support.

Many managers and trainers will take it for granted that new staff are at level two – that is, they know what is expected but cannot achieve it. However, new staff may often be at level one and unaware of the skills that are required. This underlines the importance of outlining key skills and values at the induction stage. Awareness is critical – if colleagues do not understand the importance of a skill they will not acquire it. Good induction takes nothing for granted

It is also useful to bear in mind that individuals will progress differently through the different stages. Generally speaking, as a person moves from one stage to another they experience a ‘eureka’ moment. They suddenly see the point or feel that a skill now comes naturally. But this may not be true in every area. Some people may resist progression to stage two or three because they are not convinced of the relevance or purpose of a particular skill.

## Summary

Work in institutions that provide care and education for children and young people requires that staff members quickly acquire a set of core skills and the induction programme is a first step in that process.

Using the above models induction can be seen in several ways, as:

- A way of establishing awareness of the key skills and attitudes required by the job
- An opportunity to draw attention to difficulties with the job
- A time to assess the skills of new colleagues
- An opportunity to build a common ethos amongst colleagues doing different jobs
- A period in which staff require additional emotional and technical support
- A dynamic period in which the different forms of support are continually analysed and adjusted

It is a truism that the behaviour and attendance of children and young people is a reflection of the vision, unity and competence of the adults who are nurturing and managing them. We must, therefore be as careful in the induction and management of staff as we are with the care and education of young people.

Some points to consider:

How can we assess the existing skills levels and strengths of new staff members?

How long should an induction programme last for different employees?

What value is there in inducting staff working at different jobs together?

References and further reading

K. Blanchard, *Leadership and the One Minute Manager*

Barrow et al *Improving Behaviour and Raising Self-Esteem in the Classroom* David Fulton  
2001 (chapter 5)

## Activity 1 Resource A

### Formal and informal organisation and induction.

Institutions that provide care and education for children and young people place heavy emotional demands on staff members. In this reading some concepts from the sociology of work and organisations help to clarify the idea of formal and informal culture in the workplace and to examine the ways in which informal organisation can promote or harm the interests of children and young people. Induction is the first point at which an organisation can establish its formal agenda for the way in which it works. If this is not done well then the institution may be dominated by informal and ineffective work culture. This reading is based mainly on the work of Noon and Blyton, *The Realities of Work*, 2002.

An important idea in the sociology of work is the proposition that the worker may feel alienated or detached from the work process. The chart below is based on the writing of Blauner who identified four ways in which a worker might feel this way. He speaks of powerlessness, meaninglessness, isolation and self-estrangement. These concepts are further described in Figure 1 below.

Fig.1

Alienation	Definition	Key indicators/measures	Affiliation
<b>1. Powerlessness</b>	Employee is controlled and manipulated by others or by an impersonal system (such as technology) and cannot change or modify this domination	<ul style="list-style-type: none"> <li>• Extent of control over the conditions of employment</li> <li>• Extent of control over the immediate work process:                             <ul style="list-style-type: none"> <li>- pace of work</li> <li>- method of work</li> </ul> </li> </ul>	Autonomy (empowerment)
<b>2. Meaninglessness</b>	Employee lacks understanding of the whole work process and lacks sense of how their own work contributes to the whole	<ul style="list-style-type: none"> <li>• Length of work cycle</li> <li>• Range and variety of tasks</li> <li>• Completeness of task</li> </ul>	Purposefulness
<b>3. Isolation</b>	Employee experiences no sense of belonging in the work situation and is unable or unwilling to identify with the organisations and its goals	<ul style="list-style-type: none"> <li>• Type and extent of social interaction                             <ul style="list-style-type: none"> <li>- formal</li> <li>- informal</li> </ul> </li> </ul>	Belonging

<b>4. Self-estrangement</b>	Employee gains no sense of identity or personal fulfilment from work. This detachment means that work is not considered a worthwhile activity in its own right.	<ul style="list-style-type: none"> <li>• Instrumental attitudes</li> <li>• 'Clock-watching'</li> <li>• Expressions of boredom</li> </ul>	Self-expression
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(Chart adapted from Noon and Blyton 2002)

The chart is designed to cover all occupations; however, anyone who has worked in a education and care setting will have come across 'clock-watching', colleagues who do not see the point in some policy of procedure that has been introduced. It is important to note that different employees or groups of employees may feel differently about the same institution. For instance, it is quite common for the teaching staff and teaching assistants to have quite different feelings of autonomy and belonging in a school.

In all institutions colleagues help each other out, and 'show the ropes' to new colleagues. Some of this mutual aid may involve showing colleagues how to take short-cuts around irksome procedures or explaining which policies or managers are helpful and which are not. This may develop into what is known in the sociology of work as, '*making out*' or '*soldiering*'. The original research behind this term was carried out on an industrial shop-floor and showed how workers would look for ways to regulate the work process in ways which allowed them to reassert some control over their working day. In describing the activities engaged in by these workers it was suggested that some of the motives at play were:

- The reduction of fatigue
- The desire to pass time
- The relief of boredom
- The social and psychological rewards of 'making out' on a tough job
- The social stigma and frustration of failing to 'make out' on an easy job

**Soldiering** can take a number of forms in care and education settings. For example, managers in stressed schools often report that staff absence increases dramatically in mid-winter and will often report that some staff are poor at filling in registers or carrying out playground duties. The high drop-out rate of newly trained teachers is clearly an expression of dissatisfaction with the job. Looked at from the perspective of the sociology of work, such behaviours can be regarded as attempts to limit work and win back autonomy.

***Making out and soldiering*** are usually considerably reduced by the fact the many staff have a professional attitude towards their job as well as a commitment to the children they care for. Many staff in nurseries and schools talk about the need to do 'that little bit extra' or refer to the job as a full-time commitment. However, there is another aspect to the job that can lead employees to become disillusioned or to experience 'burn out'.

The term '*emotional labour*' refers to the fact that in many jobs employees have to behave in a certain way even if it conflicts with their feelings. The gap between how the employee feels and how they are expected to behave can create significant stress for some staff. Writers in this area speak of *emotional labour* as 'the management of feeling to create a publicly observable facial and bodily display'. Others speak of emotional labour as involving the management of other people's feelings as well as our own. The intensity of emotional labour required will vary from situation to situation and time to time.

Employees need to know what emotional labour is expected of them and how to do it. This is an issue that has to be dealt with from the outset. Induction will be different in different settings. For example, in nurseries it is customary for new staff to spend periods of time in different age group rooms under the guidance of the supervisor for that area. School teachers will be observed and coached a number of times throughout their first years.

Emotional labour will tend to become a problem when either its duration or intensity increases. Many institutions experience difficult times when everyone seems 'browned-off'. Staff may wish that the week or the term was over and this may stem from the difficulty of maintaining an appropriate set of behaviours over a sustained period of time.

Alternatively, stress may arise because there is a sharp difference between the way in which an employee feels and how they are expected to behave. Perhaps a child is very rude, or a parent is challenging and offensive.

If we are working in situations where duration and intensity are present, then we need coping strategies and in a well-organised induction process these aspects of work will be openly discussed and appropriate, on-going support consistently available.

## **Summary**

The ideas and literature reviewed in this resource may seem rather bleak. The sociology of work and organisations has its origins in and is primarily concerned with situations where people work for employers who wish to get as much work, emotional or otherwise, out of them as possible. In these circumstances, employees find ways of reasserting control and reducing their output. The practices and attitudes that arise from these attempts constitute the informal culture of the organisation.

In practice, in many jobs, the picture is not so bleak as the theory might suggest – many people get pleasure and meaning from their work and the workplace, for many people, it is also a site for friendship and social activity. Work can also offer personal and professional enjoyment and advancement.

This can be particularly true in education and care settings where many people find their work rewarding, absorbing and worthwhile.

However, when we come to consider the idea of emotional labour or to look at the strains and stresses that can exist in institutions working with children and young people and their parents our attention is again drawn to the idea of the extent to which the institution provides its workers with emotional support as opposed to the extent it colludes with or create an informal culture within the organisation. This support should start from day one, perhaps before!



### **Some points to consider**

What messages would you want to give to new workers about the emotional demands of the job and how to cope with them?

What induction practices are most useful in helping new employees cope with the emotional demands put on them?

What negative messages, if any, are new employees likely to get from existing staff members?

## Activity 1 Resource B

### Attributions, beliefs and unconscious messages

When adults work in education and child-care settings, they will be strongly influenced by the beliefs they hold. If they *believe* that they can make a positive difference to the well-being and success of the children and young people in their care they will be more likely to do so.

If adults hold negative views about their ability to affect the outcomes for children and young people, then the result is likely to be different. Adults may think, for example, that children's behaviour is largely determined by the neighbourhood that they grew up in, or by the attitudes and behaviours that they encounter at home. It has been said that any sentence that begins, 'What can you do with kids like this...' is bound to come to a sorry ending.

#### Attribution theory

Attribution Theory is an interesting branch of social psychology that deals with the way in which we make sense of our own and other people's actions. Early work in this field was carried out by Weiner. He showed that when we think about our likelihood of achieving a certain task we use four basic factors: ability, effort, task difficulty and luck. So for example, if we have a high view of our ability, think the task is not too difficult, think it amenable to effort and believe that the outcome is not much influenced by chance, then we are likely to be successful. Conversely, if we rate our ability as low, the task as hard and think that there is not much point in putting in very much effort because the outcome is largely determined by luck, we are unlikely to be successful.

Attribution theorists classify attributions along two casual dimensions: locus of control and stability. Locus of control deals with the degree to which we feel free to exert influence on a situation. Stability refers to our view of how likely we are to be able to alter key factors in a situation.

Figure 1 shows how these different factors and dimensions can be combined to look at different outcomes.

Fig. 1

Source of cause		
	Internal	External
Stable cause	Ability 'I'm hopeless at maths'	Task Difficulty 'That test was really hard and much too long'
Unstable cause	Effort 'I should have revised'	Luck 'What bad luck'

## References

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- K. Blanchard, *Leadership and the One Minute Manager*
- Barrow et al, *Improving behaviour and Raising Self-Esteem in the Classroom* David Fulton 2001 (chapter 5)

## Links to national materials

### **The Behaviour and Attendance Strand of the Secondary National Strategy for School Improvement**

[www.standards.dfes.gov.uk/keystage3/publications](http://www.standards.dfes.gov.uk/keystage3/publications)

#### **Behaviour and Attendance Training Materials: Core day one**

Advice on whole-school behaviour and attendance policy  
Reviewing a behaviour and attendance policy  
Implementing a behaviour and attendance policy  
The behaviour and attendance audit for secondary and middle schools

### **The Behaviour and Attendance Strand of the Primary National Strategy for School Improvement**

[www.standards.dfes.gov.uk/primary/publications/](http://www.standards.dfes.gov.uk/primary/publications/)

Booklet 2 Whole-school ethos and framework  
Booklet 6 Staff development and support  
Promoting ownership of a behaviour and attendance policy  
Promoting consistency of practice  
Monitoring and reviewing a behaviour and attendance policy

#### **Working with parents and carers**

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

#### **Other relevant materials:**

##### **Introductory training for school support staff**

Information for head teachers, school support staff and their line managers  
Behaviour management

##### **Behaviour management module – Induction training for teaching assistants in primary schools**

Strategies and approaches for positive behaviour management  
Effective practice in action

##### **Behaviour management module – Induction training for teaching assistants in secondary schools**

Strategies and approaches for positive behaviour management  
Behaviour management in action