POLICY TO PROMOTE POSITIVE BEHAVIOUR AND RELATIONSHIPS

The primary aim of this policy is to promote good choices which lead to effective relationships so that everyone can support each other, work together and learn well.

Educating the whole person, in a spirit of enquiry, to judge wisely, act fairly and live well

Policy introduced: February 2016
Person responsible: Grant Abbot (Head Teacher)
Date of next review: September 2017

This policy was developed through consultation with staff, pupils and parents.

The policy principally relates to young people but note that the principles set out here relate to positive relationships and behaviour for all, including staff to staff and staff to pupil.

In Summer term 2015, we asked teachers to comment on our behaviour policy, based on returns received from our annual Staff Survey. Feedback from this and on-going discussion and comment has resulted in the formation of this policy.

Contents

Aims, expectations and principles

Vision

Educating the whole person, in a spirit of enquiry, to judge wisely, act fairly and live well.

Referring to our Vision and Values Statement and our position as a Rights Respecting School, we believe positive relationships and behaviour are integral to achieve a happy, healthy and safe learning community.

It is a primary aim of our school that ***every member of the school community feels happy, valued and respected, and that each person is treated fairly and well.*** We are a caring community with mutual trust and respect for all.

The purpose of this policy is to establish a context for the promotion of positive relationships in order that all members of the school community can support each other, work together productively and learn. The policy aims to promote relationships that are safe and secure and is directed, first and foremost, to the task of educating the young people who attend Bathgate Academy in the fullest sense. This policy aims to help children to become positive, responsible and increasingly independent members of the school community. As a school we reward positive behaviour because we believe that this is not only conducive to our learning environment but will develop an ethos of kindness and co-operation. Therefore:

This policy is designed to promote good behaviour, not merely deter anti-social behaviour.

Central to this policy and its implementation is the notion of choice. Throughout we refer to 'good' choices (which produce consequences that we, as a community and profession, deem to be positive) and choices that are 'poor' (which lead to consequences that we deem to be negative). There are two key reasons for using the language of 'choice':

- it promotes self-management of behaviour and enables some reflection on behavioural choices made, in acknowledgement of the fact that when we act there are options available to us;
- it avoids labelling young people and does not conflate poor behaviour with character- - instead, we refer to the choices we make and place emphasis on choosing positive courses of action over negative ones by, as our vision statement puts it, supporting our pupils to 'judge wisely'.

It is recognised that there will be occasions where students will behave in a manner which will require the member of staff to challenge, offer guidance and support, and issue appropriate sanctions. However, we promote positive behaviour through our whole school ethos and values and we are now much better at referring to relationships, rather than 'behaviour management' or 'indiscipline' when talking about the ways in which we deal with negative behaviour. There is a continued move away from more punitive methods (e.g. punishment exercises) to more positive approaches (e.g. restorative practices) and we all know and accept the importance of good relationships between staff and pupils. We place increasing recognition on the potential underlying reasons for challenging behaviour and that pupils needs' should be looked at holistically and in the context of their home and family life. This builds our need to be aware of and respond to issues and challenges that often originate within the wider community.
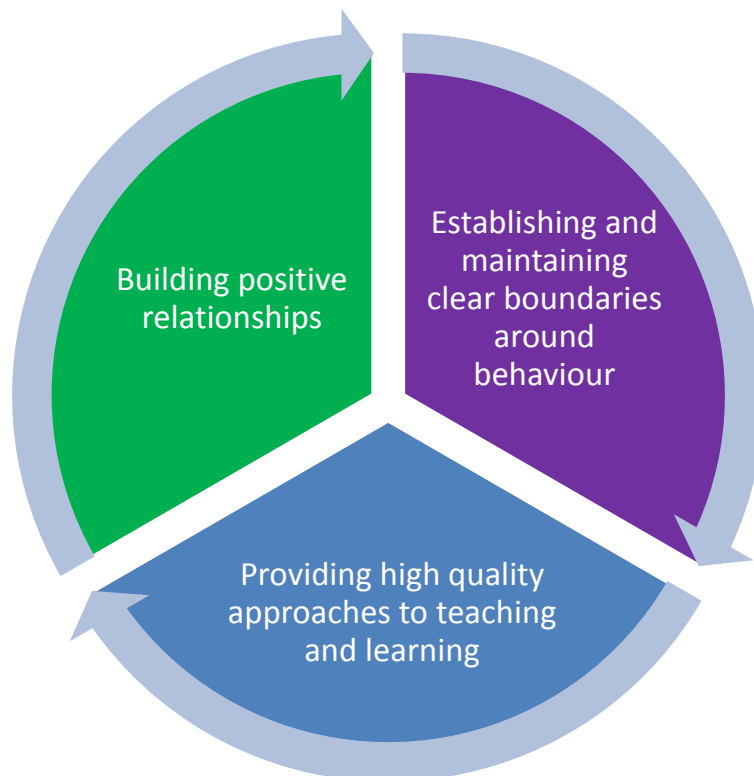
Rewarding good behaviour and achievements is a priority at Bathgate Academy as we recognise how using positive behaviour management can strengthen relationships and contribute to a positive learning environment. As a school we understand that no matter how challenging a child's behaviour may be within our classrooms this does not mean the pupil loses their right to be regarded as a learner.

Appropriate praise is key to nurturing motivated, engaged young people who make good choices and consequently build positive relationships. As such, **we should aim to 'catch' good behaviour.** If we become complacent, many 'good' choices could fail to be recognised and the pupils who make these choices may become disillusioned by aspects of their school experience.

We consider good behaviour to include the following: (source departmental returns)

In the classroom	Around the school
Arriving with the correct equipment Following instructions Settling down quickly Contributing to class discussions Listening to others' views respectfully Listening to staff respectfully Keenly engaging with tasks Politely seeking staff help Taking turns Attentive and interested Interacting, supportive of your peers Arriving promptly for classes Calm, relaxed and enjoyable lessons Enthusiastically participating in classroom activities	Greeting staff and fellow pupils pleasantly Queuing in an orderly manner Using litter bins Respecting school areas Positive use of facilities Helping your peers/part of a community Challenging negative behaviour Interacting supportively with each other

In order to implement this policy successfully we must work consistently as a staff team. As a school we recognise that positive behaviour is dependent on three main factors. It is our responsibility as professionals to ensure that we promote each of these (and understand the relationship between them) in our endeavour to educate the young people of this school community.

Building positive relationships

Establishing and maintaining clear boundaries around behaviour

Providing high quality approaches to teaching and learning

Below is a list of some of the ways we can acknowledge and reward students for positive behaviour and good attitude to learning. More detail about each of these is given in the appendices. (This list is not exhaustive, although it does come from departmental responses and whole school initiatives). Individual teachers will also have classroom procedures to recognise positive behaviour which are not included here.

Bathgate Academy Awards/Merit Ceremonies	Verbal & Non-verbal praise (e.g a nod, smile, thumbs up)	Merit Awards	Reward day/evening
Yearly S1-S3 Merit Assemblies	House Assemblies/ House trophy	Termly Praise phone call/letters	Departmental/ teacher praise postcards?
'Department/class Star of the Month?'	Merits	*What can you add?*	*What can you add?*
	What can you add?		

Our Responsibilities

Young people
Building from our 'charter of responsibilities' we look to ensure that young people **make good choices** at all times and with all adults and pupils in school. This will lead to pupils behaving well and building up and maintaining good relationships.

- Pupils have a responsibility to behave well throughout the school, to treat all members of the school community with respect and to act in a way that enhances the reputation of the school.
- Pupils have a responsibility to follow instructions, to avoid causing difficulties for others and to report incidents of bullying.
- Pupils have a responsibility to be punctual, to bring suitable equipment, work diligently, and to not disturb the work of others.
- Pupils have a responsibility to respond positively to advice given, to do homework as requested and to meet deadlines as required.
- Pupils have a responsibility to use technology in a positive manner, follow IT school guidelines and procedures and ensure technology is only used appropriately and with permission during class time.
- Pupils have a responsibility to treat the school building and its facilities with respect, to avoid leaving litter and to cause no damage to the school and wider local environment.

Class teacher
All staff in our school have high expectations of the children in terms of their relationships, choices and behaviour. A key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships – 'catching' pupils behaving well is vital; recognising and acknowledging how well a pupil has behaved and not becoming complacent.

With these principles in mind, specific responsibilities of the class teacher are to:

- Welcome students at the door.
- Implement classroom procedures that are consistent such as lesson planning and structure, seating plans, listening expectations, answering protocols, etc.
- Catch students being good and praise them for positive behaviour, making explicit why: what rule they have followed, or what choice they have made. Build self-esteem of students when the opportunity arises.
- Understand the importance of differentiation as a means to promote positive behaviour.

- Have a clear rationale about classroom rules and keep them to a minimum.

- Have a clear and well defined protocol for pupils exiting the classroom at the end of the lesson ie remain in seats, sitting quietly, leaving by row, exit passes etc and keeping down time to as little as possible.
- Apply and use restorative practices to allow learners to reflect on their actions and the impact it has on others. Liaise with support staff and parents, be willing to attend meetings and give additional information about a child's needs as necessary, to support, guide and implement follow up measures.

Support Staff
It is the responsibility of non- teaching staff, support staff and all other adults in school to support teachers in meeting the above objectives. As with teachers, a key priority is to **reward and praise good choices in order to reinforce good behaviour** (including following school rules) and positive relationships. All staff should be proactive in 'catching' pupils behaving well and acknowledging this.

Leadership Team
In addition to the above, it is the responsibility of the Leadership Team to:

- support staff by implementing the policy, including the above objectives, and by setting the standards of behaviour expected
- implement this policy consistently throughout the school, and to report on its effectiveness
- maintain record of all reported serious incidents of misbehaviour
- (SLT only) issue fixed-term exclusions to individual children for serious acts of misbehaviour and for repeated or very serious acts of anti-social behaviour.
- Build a chronology of interventions if support from outside agencies/establishments is likely to be required

Parents / Carers

The school works collaboratively with parents / carers so children receive consistent messages about how to behave. We aim to build a supportive dialogue between the home and the school.

We expect parents / carers to:
- be aware that we have school rules (often communicated to parents) and to support them to co-operate with the school
- support their child's learning
- support the school's decision when applying consequences to deal with any specific incident / issue

If parents / carers have any concern about the way that their child has been treated, they should initially contact the House Head. The House Head will also be the 'named person' under recent GIRFEC legislation. If the concern remains, they should contact the Depute Head teacher responsible, and if still unresolved, the Head teacher. If these discussions cannot resolve the problem, formal communication to the Council can be made.

Visitors

Student teachers/supply staff working with children are expected to follow the guidelines set out here as far as is possible. As such, staff who are in school on a regular basis will be given a copy of the policy; others will be supported by staff members.

Monitoring

The Head teacher, in consultation with the extended leadership team, monitors the effectiveness of this policy on a regular basis. The school keeps a variety of records of incidents of misbehaviour. The class teacher records incidents through our Seemis system; we also keep a record of serious incidents that occur at break or lunchtimes. The Head teacher keeps a record of any pupil who is suspended for a fixed-term. Racial incidents and homophobic incidents are also recorded.

Consistently maintaining our expectations

Although we believe the teacher is best placed to deal appropriately with low level indiscipline, there are a number of classroom consistency checks that all teachers should follow. These are summarised below.

Classroom Consistency Check

Improving standards is everybody's business and therefore all pupils should know the **consistent** messages that should be followed across the school. This is what improves both standards and allows a pleasant ethos and learning environment to exist.

Our Expectations

All Pupils should be wearing full school uniform in class.

If they do not have a tie send to Support Hub first thing in the morning.

No denim/leather jackets/ leggings without a skirt.

Groupcall messages will be sent to parents daily

Tutor teachers check uniform and email PSA if required

Pupils should not wear outdoor jackets /hoodies in the classroom. Blazers can be worn.

Rights Respecting School Charter lays out responsibilities and rights

Mobile phones:

1 verbal warning,

Then remove phone to desk.

Call Office for SLT visit if refusal to comply continues.

Later than 6 mins to class is deemed to be late.

Toilet requests should be discouraged.

Homework not on time will be challenged by teacher . 3 Non completions refer to PTC.

Only water visible on desks. None in Science.

No other food/drink should be consumed or seen in class.

Same process as mobile phone rule.

Forgetting items of equipment more than twice a week :

teacher/ Faculty sanction.

Low level disruption in the classroom

Over the last number of years the majority of staff have been positive about pupil behaviour within the school, however there is a need to constantly challenge low level disruption especially within the classroom. *(Source: Staff Survey returns)*

Low-level disruptive behaviours are much more common than serious disruptive behaviours. Staff believe this has more of a day-to-day impact on the learning environment than serious one off incidents. Teaching staff have voiced concern about the impact low level disruptive behaviour has on class learning time. Concern was also raised particularly with regard to pupils who are focused on their work being overlooked because the teacher or classroom assistant's time is diverted to the pupils causing the problem.

We consider the following to be examples of low level disruption: *(source: departmental returns)*

In the classroom	Around the school
Talking out of turn Making unnecessary (non-verbal) noise Hindering other pupils Getting out of seat without permission Not being punctual Cheeky or impertinent remarks or responses Persistently infringing class rules Eating/chewing in class Work avoidance Use of mobile phones/MP3players against school/classroom policies Withdrawing intentionally from interaction	Running in the corridor Unruliness while waiting Showing lack of concern for others Persistently infringing school rules Loitering in prohibited areas Leaving school premises without permission Rowdiness, horseplay or mucking about

Consistency of procedure in dealing with low level disruption

It is important to note that when dealing with low level disruption departments currently may have different procedural systems in place. These systems are appropriate as they have been agreed at faculty level. However, to ensure a consistency of approach Faculties and teachers should look to select from the following strategies:

Class teacher issues verbal warnings or moves a pupil in class who is disrupting the lesson.	A well-being concern form should be written if there is a significant or unpredicted change in behaviour that concerns you.	Teacher writes a SEEMIS referral (for information) because of ongoing disruption in a lesson.
If disruption occurs over a number of lessons, teacher liaises with PTC for support. This may result in parental contact, discussions with Head of House or DHT.	Teacher and PTC deem it appropriate that a pupil does not return to class next time he/she is in department **and inform** pupil of this decision before the timetabled period.	After persistent disruption, teacher uses departmental time-out system and issues a demerit on SEEMIS if the pupil has to work in another classroom. Detention may be issued at teacher's discretion.
Utilise wider support where necessary	Maintain calmness and if appropriate, a sense of humour	Minimise embarrassment for the student
Avoid arguing with the student and allow the student to have 'time out'.	Be consistent and ensure there is a follow up which is appropriate to the situation.	

HoH and DHTs monitor SEEMIS referrals fortnightly and intervene appropriately if disruption occurs over a number of subjects (e,g. daily monitoring, parent contact, Targeted Support Hub meetings, formal disciplinary sanctions including exclusion)

Teacher and management strategies for dealing with low level disruption

On those occasions where student behaviour contradicts one of the school's core values, most notably respect, either of oneself, others or the environment, Bathgate Academy has a range of sanctions that will be utilised to provide the student with an opportunity to reflect on their behaviour and to act as a deterrent for future misdemeanours. They are:

• A verbal reprimand.

• Apology to member of staff/student - verbal or written.

• Relocate to another classroom - temporary relocation to a faculty 'partner room'.

• Faculty Detention including during lunch-time or after school (faculties may or may not utilise this sanction)

• Extra work or repeating unsatisfactory work until it meets the required standard.

• Restorative conversation – This allows all parties involved in an incident to be able to articulate their feelings and version of events in a safe and supportive environment, with the agreed goal of building respectful and sustainable working relationships.

• Phone call home.

• Loss of privileges – for instance the loss of break-time and lunch-time with their peers, not being able to participate in a non-uniform day, represent the school in individual or team sports or other representative activities.

• Letter home.

• Student & Parent/Carer Meeting – In addition to contact being made with parents/carers via telephone, e-mail, and/or letter, it may be decided that a face-to-face meeting is needed to articulate behaviour concerns, strategies already adopted and the relative impact of those strategies, and to agree an action plan to further support the student.

• Placed on a target card by either House Head or Depute.

• If appropriate, completion of a well-being concern form. Completion of this form allows staff to raise concerns and enables House team to consider a variety of support strategies including the use of The Learning Centre. The role of The Learning Centre, its staffing compliment and long term sustainability are currently under discussion.

• Issuing of a Formal Disciplinary Warning that will involve parents being invited in to school to discuss future strategies

Referral for Fixed-Term External Exclusion - External exclusions are subject to the guidance provided by the Local Authority.

• Referral for a hosting to another school. Hostings have been recognised as a strategy to allow students, who are at risk of disengagement or further referrals, the opportunity to experience education at another school. This process can only be instigated through agreement with the parent, Bathgate Academy and the placement school. Hostings are normally reviewed after 6 weeks and a decision is then made to either extend the hosting, make the hosting permanent or to cease the hosting so that the student returns to Bathgate Academy

• Referral for a place at an authority support school, following extensive paperwork and professional collaboration. This will include a child's plan.

Whole school strategies for monitoring and improving low level disruption

There should be an understanding that low level disruption should be managed by class teachers in the first instance, but that repeated low level disruption is escalated to middle management level, then senior level. PTCs will monitor and take necessary action within their faculty areas to support staff in ensuring a positive learning environment exists across classrooms. Classroom and faculty actions are supported by:

House meetings

House agendas involve discussion and next steps of pupils causing concern across the school.

ELT Monitoring meetings

Whole school monitoring of low level disruption occurs every 2 weeks and is raised as a standing item at fortnightly Extended Leadership Team (ELT) Meetings. It is presumed that PTCs deal with referrals from their faculties as they are recorded on Seemis and put in place any necessary actions.

This fortnightly monitoring is therefore used to ensure there is a consistent picture across the whole school and is in addition to individual actions taken by PTCs and PTC Support staff.

Referrals from the previous 2 weeks are collated for all pupils in S1 –S4 and are then discussed at ELT. This referral count also includes the total referrals within the academic year to date. This referral count allows members of ELT to analyse the quantity of referrals for each pupil in the school and to pick up on any trends/unusual spikes.

After looking at the referral figures, ELT will decide the most appropriate follow up actions. These follow up actions are either a:

House Head intervention or Depute Head intervention

House Head intervention (support and challenge)

Meeting with pupil arranged to raise awareness of referrals obtained over last 2 weeks and discuss any circumstances that may be causing on-going low level issues. Improvement now required. This intervention allows pupils another chance to make changes to behaviour patterns within a supportive context. The House Head may invite parents in to discuss this in more detail. The pupil is clear that improvement is now required.

Depute Head intervention (disciplinary)

Meeting with pupil arranged to raise awareness of referrals obtained over last 2 weeks.

If no improvement then next steps;

- FDW issued and parents invited in
- Exclusions
- Hosting arrangements considered

These meetings are deliberately unambiguous and do not leave room for flexibility of approach. This gives clear message to individuals that improvement is now expected or a disciplinary pathway has now been entered.

Use of Target cards

Target cards are issued by House Heads or Deputes to monitor behaviour over a range of departments. Pupils will have these cards checked daily. Targets will be relevant, set on an individual basis and discussed with the pupil.

Head Teacher Standards Assemblies

At the beginning of each term there are year group assemblies which inform pupils of previous numbers of low level referrals, highlight areas needing improvement and goals for the upcoming term.

High tariff disruption

Isolated incidents in classrooms/around the school

When a teacher is faced with pupil behaviour which is extreme, the health and safety of others is being compromised or where a teacher has been verbally abused, effective learning and teaching is impossible and the teacher should phone or contact the school office as quickly as possible.

The office will contact a member of SLT or the extended leadership team who will come to the class as quickly as possible. This type of incident needs to be dealt with immediately; therefore a Seemis referral is not appropriate due to the turnaround time. A teacher, however, should retrospectively write a Seemis referral so the incident is logged.

This incident, along with any previous history of similar disruption, will be taken into account when deciding on the best possible course of action.

The Learning Centre (TLC)

The Aims

1. To ensure more effective Teaching and Learning for all students in a classroom environment.
2. To provide in-school support for students displaying emotional trauma and behavioural difficulties in specific areas within the curriculum
3. To provide support for students experiencing temporary difficulty in coping with their curriculum or life in school.
4. To attempt to effect a change in attitude and behaviour in the students to facilitate their return to mainstream classes.

Criteria for Admission
The Learning Centre is not a "Sin-Bin". There are other mechanisms in place to deal quickly and effectively with unacceptable behaviour as it happens.

Students are admitted to The Learning Centre:-
- If they have gone through Departmental/school Discipline Procedures up to and including PTCs.
- If attendance into certain classes is deemed inappropriate because of a specific set of personal circumstances.
- If re-integration is required after a period of long term absence.
- If parental consultation has been sought through PTCs or House Heads.

Further information about the function of The Learning Centre will be issued in due course.

Appendices

- Rights Respecting School Charter
- Acknowledging and rewarding positive behaviour; detail
- Positive behaviour: providing high quality approaches to teaching and learning
- Further reading and websites on positive behaviour

Roles, Rights and Responsibilities

We follow the charter set out within our Rights Respecting School obligations

Bathgate Academy - Our Charter of Responsibilities

All the pupils in our school have all the rights of the child which are described in the UN charter (UNCRC). For example each must receive an education which develops his or her personality and talents to the full. (Article 29). Our charter of responsibilities has been put together by pupils & teachers

Pupils

Know and act upon classroom and corridor safety instructions.

Help others to learn.

Help teachers to teach.

Make a big effort to complete all given tasks well, including homework.

Treat each member of staff as an individual, listen to their feedback and act quickly on it.

Be calm with other people.

Everyone

Treat each person fairly and politely.

Respect the rights and happiness of others.

Keep ourselves and others safe.

Take care of and be proud of our school.

Be on time and prepared for lessons.

Learn the UNCRC.

Staff

Know and act upon 'child protection' guidelines.

Provide a safe and secure environment.

Plan lessons designed to develop the skills and knowledge of all members of the class.

Treat each pupil as an individual, seek their views and act quickly on them.

Give feedback and set targets.

Encourage pupils and give praise and/or rewards for effort.

Acknowledging and rewarding positive behaviour: Detail

Below is a list of ways we can acknowledge and reward students for positive behaviour and good attitude to learning. More detail about each of these is given in the appendices.

(This list is not exhaustive, although it does come from departmental responses and whole school initiatives)

Verbal & non-verbal praise (e.g a nod, smile, thumbs up)

Verbal/Written praise/Merit Awards

Departmental / teacher praise postcards

Praise phone call – Principal Teachers, Depute Heads and House Support staff will recognise significant improvement in behaviour with a phone call to parents/carers to ensure that communication with home is not only instigated by inappropriate behaviour and inadequate academic progress.

To be introduced: 'Department Star of the Month' - Each month, departments will nominate a 'star of the month' who will meet for with the Headteacher, or Depute Headteacher in his absence, to be personally congratulated for their achievements. A photograph of the 'Department Stars of the Month' will be published on the school's website and sent home, accompanied by a letter of congratulations from the Head Teacher.

House Assemblies –During House assemblies, tutor groups with the best attendance and most Merits will be celebrated. Individual achievements of pupils will be celebrated.

Yearly S1-S3 Merit Assemblies – At the end of the academic year, pupils are awarded merit certificates from class teachers. Those receiving over 80% are invited to an evening Merit Assembly with their parents. Certificates are awarded for effort and positive attitude in class, ability to meet deadlines working well with others and working to the best of your ability.
To be introduced: Reward day – To minimise disruption to learning but to celebrate and reward the achievements of our students, the school plans a rewards visit during 1 Friday in May. This will include all S1-S3 pupils who meet a specific threshold agreed and made public in February of that year.

Bathgate Academy Awards Ceremony - We celebrate the achievements of our senior students at our Annual Awards Ceremony, which takes place during the Summer term. Faculties nominate students to be awarded prizes for Academic Excellence. Other categories for recognition on the evening include Sports Awards, Outstanding Achievement, Academic Dedication, Contribution to School Life and Contribution to the Community.

Merit Awards – Each teacher has access to our online data management system where they can record merit awards for good progress, attitude to learning or attainment within the classroom.
Merits can be specifically awarded for the following:

•	Increased effort
•	Improved behaviour
•	Work of a particularly high standard
•	Homework completed regularly
•	Consistently working well in class
•	Homework completed well
•	 Completing a difficult task
•	Supporting others
•	Making good progress
•	Positive attitude
•	Positive contribution to school life
•	HT award

Positive Behaviour: Providing High Quality Approaches To Teaching and Learning

Within your classroom continually reflect whether the following are evident, if not why, then act on it. All of this will lead to an inclusive purposeful learning climate……

OFFERING A WELL PLANNED CURRICULUM

Aim for quality teaching which encourages breadth of exploration and representation and balance in the pupil experience of the wider curriculum

Ensure good and flexible preparation of activities matched to student abilities

Vary lesson pace

Plan for and support SEN / EAL/ more talented students

Plan for other adults in the classroom

Set challenging but achievable goals

Explain tasks well

Have back up self-sustaining activities ready

GOOD CLASSROOM MANAGEMENT OF RESOURCES.

Have clear movement routes

Ensure resources are easily available and kept tidy

Discourage wastefulness

Share resources

Develop children's independence

Display children's work effectively

GOOD CLASSROOM MANAGEMENT OF TIME

Establish clear routines (end of lessons/day and activities)

Allow time for clearing up, questions, and children to finish work.

Allow children to organise their own time and tasks where possible.

Plan for quality activities for quick finishers. Evaluate their completed task (hard enough, their best? extend task or present it better?).

CONDITIONS FOR PERSONAL GROWTH.

A climate where the following are encouraged:

Active people learning with others

Respect

Acceptance so people can be themselves and express beliefs

Trust in themselves and others

Self-discovery – find out about themselves and meet own needs

Non-threatening climate to challenge others

Openness

Respect for the personal nature of learning, where differences in style and interest are thought to be good and desirable

Right to make mistakes

Toleration of ambiguity – explore alternative solutions

Co-operative evaluation and self-evaluation (with help)

CLIMATE FOR LEARNING

Be clear about the relevance of classroom activities

Cultivate a working environment which is comfortable, attractive, interesting and safe

Create a climate where children have equal status. Establish a climate where there are clear expectations about behaviour and work habits.

Work towards an ethos where children can have an increasing role in shaping classroom activity. Be explicit in your expectations of what constitutes achievement and encourage children to work towards relevant standards

Support children to try new things and learn from mistakes

RAISING STUDENT SELF ESTEEM

Communicate a sense of importance

Ensure successful experiences

Emphasise children's responsibility through providing choices

Vary groups in class according to friendship and abilities

Display and celebrate children's outcomes (finished work)

TEACH GOOD WORK HABITS.

Emphasise a classroom rule for the day or week and reward children for doing it

Ensure pupils know the rules and what they should be doing

Give students the opportunity to assess and set targets for work habits

Further readings and websites that may be of interest

- Building curriculum for excellence through positive relationships and behaviour

http://www.gov.scot/resource/doc/316280/0100664.pdf

- Better relationships, better learning, better behaviour

http://www.gov.scot/Resource/0041/00416217.pdf

- Behaviour in Scottish Schools 2012 Final Report 2 October 2012

http://www.gov.scot/Resource/0040/00403817.pdf

- Research DIGEST

https://www.trb.tas.gov.au/Shared%20Documents/Managing%20classroom%20behaviour.pdf

- Managing classroom behaviour A publication commissioned by ATL from Chris Watkins

https://www.atl.org.uk/Images/Managing%20classroom%20behaviour%20-%202011.pdf

- Six behaviour management mistakes

https://www.tes.co.uk/article.aspx?storycode=6000095

- Below the radar: low-level disruption in the country's classrooms

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/379249/Below_20the_20radar_20-_20low-level_20disruption_20in_20the_20country_E2_80_99s_20classrooms.pdf

- BETTER LEARNING – BETTER BEHAVIOUR1 GEORGE HEAD

http://ser.stir.ac.uk/pdf/236.pdf

Article taken from 'Hunting English' Blog

This article is for teachers like my self of only a few years ago whose daily practice was characterised not by confident teaching, but by gaining consistent control in the classroom. It is also for the teachers who, like me, struggled for longer than they would care to admit with troublesome students. It is for teachers, regardless of status and experience, who will likely have a euphemistically titled 'tricky class' or more in the future.

In my fourth year of teaching I had such a 'tricky class' for their English GCSE. I toiled daily with every bit of knowledge I had accrued in my relatively short career to keep them onside and to have them show some vague appetite for learning. It was a war of attrition and based on their GCSE grades nobody won. I have forgotten that class in an act of kindness to myself; however, they taught me a great deal about managing student behaviour. I likely learnt as much from them than they did from me. For those who have yet to experience such a trial, or who are stuck in the mire with such a group, hopefully these tips are of some use to you.

1. Meet them at the pass. Students are incredibly quick in forming judgements about teachers. If you have read Daniel Kahneman's 'Thinking Fast and Slow', or have simply taught any truculent teens lately, you will know that their minds work with such quick, automatic responses that can change with the flicker of a computer screen. This means all the small details of meeting them at the classroom door matter. Positive, open gestures, direct eye contact, smiles and assertive body language all matter. Be at the doorway – even when you are desperate to set up the computer or whatever else – be at the doorway. You can meet and greet your students with defiant optimism! Subtly assert your authority over the classroom by confidently allocating jobs: 'lower the blind'; 'move the chairs';

'hand out the books' and so on. Move about the room and get them working pronto: shift bags and sweep around the room with unstinting confidence. Before they know what has hit them they can be learning stuff.

Here is a useful short video by behaviour guru Bill Rodgers on settling the class <u>here</u>.

2. Confident leadership (and faking it if necessary). Every group needs a leader. If the teacher doesn't lead then students will quickly fill the void. Your tone and body language matter. Any teacher who strains to shout has invariably lost the leadership of the group. Calm discipline is most effective. A calm, deep and sonorous voice conveys control. Like the proverbial stillness in the eye of the storm, responding with assertive equanimity brings true command. Move about the room plotting a confident path that can manage the little details that matter. Create your own consistent path around the room: tread those boards consistently. Great teachers seamlessly weave their way around the room diffusing low level misbehaviour before it even happens. Jedi-like, with a tap of a hand they stop the budding pen drummer, or with a quick, severe look students are set back on back on track.

3. Sweat the little details. We all have tired, interminable days when the merest effort of dealing with a difficult student fills you with dread and loathing. Those days are when we need to *sweat the detail*. We need to follow through with every sanction. If we are challenged in the corridor we need to follow it through. A missed homework – follow it through. You get the picture. Stop the snowball of misbehaviour at the source. Maybe letting some small, seemingly insignificant misbehaviour – a rude comment or a missed homework – go would be the path of least resistance. But beware – seeds are sown in the collective consciousness of a group. On the long, dead days teacher reputations are grown by sweating the details.

4. One rule to rule them all. No-one speaks whilst the teacher is speaking. When a student is speaking the same rule applies. To everyone. No compromises. No let up or allowance for low level chatter or the smallest of distractions should be accepted. You may have to teach them his over and over, but it is the one rule that you cannot compromise on.

5. Silence is golden. In an age of appeasement, many teachers are made to feel guilty if students aren't always wholly 'engaged' at every moment – or in OFSTED-speak – exhibiting a "thirst for knowledge". Only, the fundamental error is that students don't necessarily *have* to be *talking* or *moving* to be '*engaged*'. Think about the last time you were rapt, or in awe. There is a good chance you were sitting and listening to someone, some music or watching something deeply moving. Our brains can be buzzing with activity as we sit and listen. We are not passive, we are just not moving much! The same is true of the classroom. Too easily '*mental engagement*' is often mischaracterised as '*physical activity*' and it does not represent real learning. Students need not be silent throughout the lesson. Debate, drama and talk are all integral to learning and consolidating their knowledge. I am saying that we should consider in every lesson where are those spots to time when students will work in tranquil, golden silence. Let's make every effort to build their capacity to work in those conditions.

6. Make good behaviour visible. When dealing with students, particularly our most challenging cherubs, we too easily forget those quiet, more introverted students who plough on regardless of distraction. These quiet heroes not only need praise for their commitment, but they can play a crucial role in improving the behaviour of everybody in the group. **Put simply, praise those modelling good behaviours more than students exhibiting bad behaviours.**

Celebrate the quiet heroes. We all know them – let's make them as important as the class clown. When we leap to chivvy a slow starter, we can praise the student already rolling.

7. Avoid conditional language. The small details of our language and instructions have a potent impact. Clumsy, vague instructions can beget misbehaviour and distractions of our own making. To combat this we can each develop our own shorthand language. Those phrases that signal to students a whole list of responses in just a single word or phrase. For me, '*active listening*' is a key trigger phrase. It means '*put your pens down, look this way, don't have anything in your hands, stop speaking and listen*'. Only '*active listening*' is much more concise and more effective! We should not fear being assertive with our language. We shouldn't use '*can we all be quiet please?*' – when we can use '***Quiet – now****…Thank you*'. Less polite in the short term perhaps, but it does not signal any disregard for our students. We want them learning – that shows our highest regard. What are your shorthand verbal triggers? Don't have any? Develop some.

8. Teach them to listen, communicate and behave. Every teacher should have the highest expectations of students. It should be at our core as professionals. Too often, however, we forget that our expert assumptions about how we and others should behave isn't so automatic for many of our young students. Ask yourself: have you shared your expectations with the group? Do they understand how to listen actively? Do they know and understand how they should speak to one another? In group work activities, what are the parameters of their role? They need training in how to learn. Don't assume students know exactly '*how*' they should behave. Make the implicit explicit. Spend some time establishing the ground rules: you could involve them by getting them to create an '*ideal student*'. Give this character a name and refer back to that character with ceaseless consistency. They will actively forget. Teach them to listen again!

9. The Three Rs: Rigorous, relentless routines. I have talked little about teaching strategies and how important behaviour for learning is in reality. We of course need to develop learning routines. Take asking questions when they are stuck. We need a routine to stop the chaos of shouting out indiscriminately. Expect them to write down questions on a post it, rather than shouting across the room for help and support. Build that strategy up as a regular routine – train your students. If they shout out answers when you are conducting oral feedback then train them in the **ABC feedback** routine (**A**gree with; **B**uild upon; **C**hallenge) whereat feedback is accepted, but in a structured, routine fashion. Students love routines. Repeated teaching strategies help students feel secure. Following through on routines (like checking rigorously for homework) also makes students value their learning more. Ask yourself: *what are my routines?*

10. Relationships matter. Behaviour management is about routine and establishing control. This doesn't equate with not valuing students. We create calmness and control because we value our students more than anything. No one individual student has a right to detract from the learning of others. When we establish firm parameters and high expectations we can focus upon developing great relationships. We can laugh and joke and digress knowing that we are in a position of calm safety. Ignore the tired cliche of not smiling before Christmas, but you don't need to be their friend either. That is not your role. You want to command their respect as a leader. Friendliness, warmth and unmitigated regard can indeed develop. Crucially, a trusting, positive relationship can follow once you have taken a confident, assertive lead.