



Learn-AT
Learning ~ Fellowship

Behaviour Framework
2022

Learn-AT Behaviour Framework

Aim

To provide a framework which helps Learn-AT schools to develop research-informed and effective classroom management and behaviour policies which contribute to calm, safe, cooperative and rights-respecting learning environments. professional communities in which all adults thrive and all pupils flourish.

The framework is underpinned by the Trust's mission, vision and values:

LEARN-AT'S MISSION is to build a professional learning community in which colleagues thrive and pupils flourish

CORE VALUE, Learning - John 10:10

I have come in order that you might have life - life in all its fullness

CORE VALUE, Fellowship - Matthew 22:39

Love your neighbour as you love yourself

THE GOLDEN RULE - Matthew 7:12:

In everything, do to others what you would have them do to you

VISION

Learning is the **main thing**.

We keep the **main thing** the **main thing**

and do the **right thing** the **right way**.

Together.

and its commitments:

WE BELIEVE in the power of education and learning to transform children's life chances and choices.

WE CARE about the well-being of our pupils, colleagues, governors and school communities.

WE PROMISE to work together, with integrity and in the spirit of fellowship, to build a professional learning community in which colleagues thrive and pupils flourish.

The Learn-AT Behaviour Framework addresses two main strands:

Effective basic classroom and whole school management	Behaviour management
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and is underpinned by these over-arching principles:

Warm. Firm. Resolute.
All children have a right to learn in a safe, calm and orderly learning environment
All staff have a right to work in a safe, calm and orderly environment
All children have a right to learn and develop behaviour that aligns with the rules and norms of a civilised society
The school's ethos and vision should promote positive behaviours and attitudes for <i>all</i> children.
Good behaviour should be taught explicitly within a context of high quality education, curriculum, teaching and learning, from EYFS onwards and for <i>all</i> children.
Inclusion effective provision for SEND and disadvantage
Unconditional positive regard

Policies for behaviour are directly linked to school policies for SEND, inclusion and equality, quality of education, leadership and staff professional learning. School leaders should ensure that these policies are carefully and coherently aligned.

'Schools are social institutions which help to prepare pupils for life in general society. As such, schools need to provide understanding and experience of consequences which reflect a reality of a society with laws, rules, procedure, consequences and punishments.' (Rogers, 2007 p111)

Preface: What the research suggests about effective classroom management

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Classroom Management that Works - Marzano et al 2003

Effective and consistent whole school approaches to classroom management help to establish the secure foundations required to promote and establish good behaviour. Robert Marzano et al (2003) conducted a meta-analysis of research relating to effective classroom management. Findings are summarised here:

Positive classroom management principles

- Whole school approach
- Staff training to secure a consistent school-wide approach
- Plan the language of corrective discipline
- Establish rules and procedures to address issues that might be caused by the school's physical characteristics
- Establish clear school-wide rules and procedures regarding specific types of misbehaviour
- Establish and enforce appropriate consequences for specific types of misbehaviour

- Establish a system that allows for the early detection of students who have high potentials for violence and extreme behaviours
- Adopt preferred practices of behaviour management as part of a school-wide management programme – e.g. COMP or Think Time
- Train and support staff to use positive correctional language
- Whole school planning in advance for positive correctional language

Rules and Procedures

- Identify specific rules and procedures for classrooms – individual classroom procedures must sit within a *whole school approach*
- Involve pupils in the design of rules and procedures
- Re-establish rules and procedures in the establishment phase of each year (and term/half term if necessary)
- When setting rules and procedures, pay attention to:
 - General classroom behaviour
 - Beginning of the school day/lesson
 - Transitions and interruptions
 - Use of materials and equipment
 - Group work
 - Seat work and teacher-led activities

Disciplinary Interventions

Guiding principle

There should be a balance between negative consequences for inappropriate behaviour and positive consequences for appropriate behaviour.

- Employ specific techniques that acknowledge and reinforce acceptable behaviour and acknowledge and provide negative consequences for unacceptable behaviour. Teachers should exhibit constructive, assertive, authoritative behaviour, across these domains:
 - Teacher reaction
 - Tangible recognition
 - Direct cost/logical consequence e.g. time out
 - Home contingency
- Establish clear limits for unacceptable behaviour and an effective system to record these behaviours.

Teacher/student relationships

- Use specific techniques to establish an appropriate level of dominance in the classroom.
- Use specific behaviours that communicate an appropriate level of cooperation.
- Be aware of the needs of different types of pupils

The importance of mental set

Vigilance

Effective teachers demonstrate a disposition to quickly and accurately identify problem behaviour or potential problem behaviour and to act on it immediately. They continuously scan the classroom and remain alert to potential problems at all times. Research has shown that this behaviour is key to effective classroom management: *employ specific techniques to maintain or heighten your awareness of the actions of students in your classes.*

Objectivity

Effective teachers address behaviour issues in a *matter-of-fact*, unemotional manner.

Teachers should employ specific techniques to maintain or heighten awareness of the actions of students in their classes and to maintain a healthy emotional objectivity with students.

Students' responsibility for management

- Employ general classroom procedures that enhance student responsibility
- Provide students with self-management and control strategies
- Provide students with cognitively based strategies such as social skills training and problem solving.

Getting off to a good start: the establishment phase (Boot Camp)

- Classrooms should be decorated and arranged in a manner that supports effective classroom management.
- Begin with a strong first day of school
- Emphasise classroom management for the first few days

These principles underpin a whole school approach and are founded on:

- *clarity* of positive communication,
- *consistency* of implementation across all age groups and by all members of staff,
- *certainty* for pupils with regard to rules, routines, responsibilities and mutual respect

They are reflected in guidance provided in Bennett (2017), Ofsted (2019) and Dix (2017). They are the principles underpinning the Learn-AT Behaviour Framework which Learn-AT schools should use to inform behaviour policies developed to reflect their specific contexts and the needs of their children.

Behaviour Management: a whole school approach (Bill Rogers, 2007)

Rogers provides a clear, practical and research-informed framework for promoting and establishing consistent and high expectations for behaviour in schools. His work is summarised here and forms the basis of the Learn-AT policy framework.

1. Developing a whole school approach

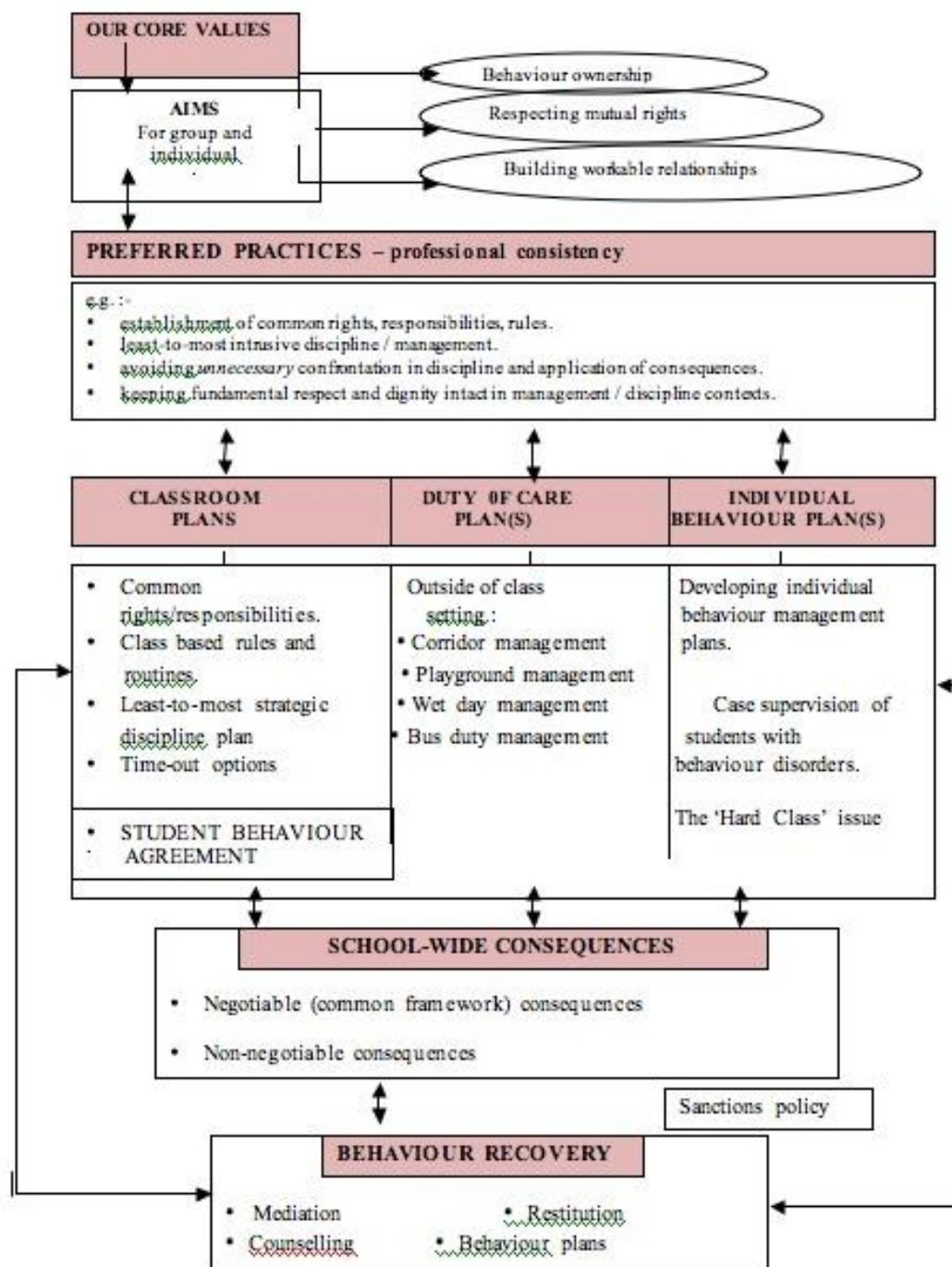


Figure 1: A whole school framework for behaviour management (Rogers 2005, in Rogers 2007, p8)

Three critical areas for whole school focus:

- Classroom plans
- Playground plans
- Individual plans

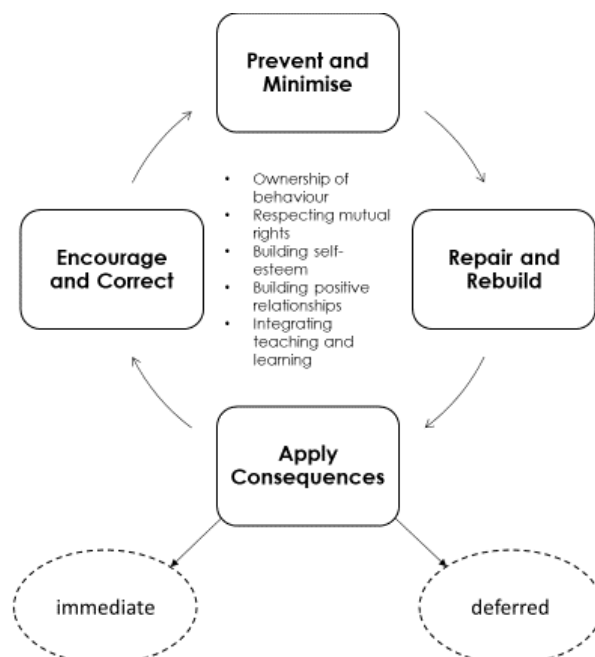


Figure 2: Balancing the key facets of behaviour management (Rogers 2007, p21)

Principles of a whole school approach to behaviour management

- Prevent or minimise unnecessary problems associated with behaviour in social groups
- Encourage positive and reasonable behaviour and correct behaviour which infringes on rights
- Discipline/correct in the least intrusive way so that respect and dignity are kept intact
- Implement logical consequences when students refuse corrective management
- Repair and rebuild after correction and consequences
- ***Everyone in school is involved in behaviour support***

2. Developing preferred practices of behaviour management

Schools need a framework for common and consistent whole school practice in behaviour leadership, management and discipline. Students need a sense of certainty that every member of staff:

- will address disruptive behaviours
- cares about a calm, safe school
- will follow up and follow through

Teachers must clarify the common rights, rules, routines and responsibilities at classroom and general duty-of-care level in the establishment phase of the year/term.

The school's rights/responsibilities/rules/routines code (the 4 Rs) forms the basis of for all behaviour management and discipline.

Everyone has the right:

- to feel safe at school
- to learn to the best of their ability
- to be treated with dignity and respect

Minimise unnecessary confrontation when managing students

Appropriate assertive disciplinary behaviour (staff) involves a firm, decisive and *authoritative* tone focused on addressing the behaviour, without attacking the student. This is a fundamental premise of positive behaviour management and conflict resolution.

Use positive corrective practice wherever possible

- Plan the language of corrective discipline
- Use *least-to-most* intrusive intervention
- Balance corrective discipline with encouragement
- Re-establish working relationships as soon as possible

Planning corrective language

Teachers can correct in a number of ways:

- Non-verbal
- Descriptive reminder
- Directional language
- Remind

Least-to-most intrusive

Teachers have wide repertoire of least intrusive language and non-verbal behaviour: tone of voice, gesture, body language etc e.g.

- approach pupils side-on rather than face-on
- providing directed choices rather than single demands
- pleasant but expectant tone
- provide 'take-up time'
- say thank you – *not please*

Keep the focus on the primary behaviour and avoid argument

- Tactically ignore non-verbal secondary behaviour
- Keep the discipline focus on the primary issue at that point
- Avoid argument
- Refocus

Invite, model and expect respect

Respect involves:

- Basic civility and good manners
- Consciously separating the behaviour from the person
- *Allowing consequence to do the teaching*
- Using private rather than public reprimands
- Taking students aside to focus on what they should be doing
- Avoid holding grudges
- Re-establishing the relationship after correction

Utilise related and reasonable behaviour consequences

It's not necessary for every consequence to be listed in a policy. There must be clear consequences when safety is affected and treatment of others is unacceptable. Consequences for aggressive behaviour are non-negotiable and applied immediately.

Consequences can be immediate or deferred

Immediate:

- Sitting away from others
- Working away from others (re-location in the room)
- Cool-off time in the room
- Time-out away from the classroom

Deferred:

- Chat after class
- Detention
- ***Emphasise the relatedness of the behaviour and the consequential outcome***
- ***Emphasise certainty rather than severity***
- ***Let the consequence teach students:***
 - about the relationship between their behaviour and the outcome applied
 - that students choose their own behaviour
 - to work for reconciliation and restitution
 - the need to all cool-off time

Apologies:

- The deferred consequence may include an apology
- Apologies can wait until after cool-off time
- *Forcing an apology in an emotional moment puts a student into a face-saving situation and is counter-productive*
- *We can't make students apologise*

Actively promote, teach and support positive behaviour

- Build school climates that enhance responsibility and cooperation
- Acknowledge when students are behaving responsibly, positively and thoughtfully – *affirm effort. **Brief, positive and descriptive***
- Build a positive working environment in the classroom
- Organise the curriculum and the teaching and learning environment for maximise success in a wide range of academic and non-academic activities
- Give regular encouragement and descriptive feedback
- Hold special events for 'our class'

Encouragement

- Clear, descriptive feedback should focus on the behaviour or the work
- Use intrinsic reward rather than extrinsic rewards such as star/sticker charts.
- Discuss behaviour/expectations etc in classroom meetings

Time-Out (see also Section 4 below)

Have a clear, school-wide agreement on the reasons for and use of time-out.

Agree:

- why it will happen
- how it will happen
- what language will be used
- what to do if a child refuses
- a back-up plan
- where pupils will go
- what should happen during time-out
- arrangements for follow-up
- how/when parents will be informed

The Time-Out policy needs to explain:

- time-out is a primary consequence not just a punishment
- time-out is applied appropriately with dignity and certainty
- there will be follow-up after time-out (secondary consequence)

Build, promote and utilise a united approach to behaviour management

A supportive colleague culture is essential. Supportive collegiality needs to be modelled particularly by senior staff.

Management of students with behaviour disorders (see section 6 below)

Most effective way to make provision for these students is to develop whole school approaches through a year group personal management plan for individual children.

The hard-class syndrome

Patterns of group behaviour can occur early in the life-cycle of a class and can become habituated. It is crucial that teachers who experience a hard-to-manage class receive early and consistent support.

Playground management

Duty-of-care demands a common, collegial responsibility and playground management approach.

Consistency and relaxed vigilance

Students take rules and responsibilities more seriously if *all* staff take a common and *relaxedly* vigilant approach to behaviour.

Preferred practices are an essential feature of a whole-school approach

3. Positive Discipline

Discipline is concerned with guidance and instruction; it is the way we teach and enhance a social order where rights and responsibilities are balanced.

The language of corrective discipline must be positive:

- Avoid 'don't'
- Use 'remember to...'
- Schools need a general discipline plan and a targeted discipline plan for individual students.

An effective discipline plan includes:

- Prevention and correction
- Short and long-term discipline
- Correction and encouragement
- Repairing and rebuilding relationships

Plan the Language of Correction

- Plan this as carefully and thoughtfully as we plan for teaching and learning.
- Substitute negative language where possible for positive language while still keeping a corrective focus e.g. 'walking quietly thank you' rather than 'don't run'.
- Having a discipline plan is as essential as a lesson plan.

Key Aspects of the Global Set

- Tone of voice
- Bearing and general body posture
- Postural/gestural cues
- Proximity
- Eye contact
- Take-up and face-saving time
- Humour is important
- Provide feedback in planned classroom meetings

Parent Support

- Parents must be notified when students are developing a pattern of disruptive behaviour.
- Class teachers should only initiate discussions with parents with senior teacher awareness, discussion and support. This is crucial with hostile and angry parents. Parents should make an appointment if they want to raise any behaviour concerns.
- Meetings should be problem-solving in tone.

Staff modelling:

All staff should model the behaviour expected from students at all times.

4: The Establishment Phase of the Year

This is when staff clarify the 4 Rs – the rights, rules, routines and responsibilities expected in the school. They must be agreed at whole school level beforehand, opportunities provided for modelling and practice and implemented with strict consistency by all staff members.

Explain:

- Rules
- Consequences
- Expectations around manners
- Core routines

Core routines

Agree routines for:

- Lining up and classroom entry
- Seating plans and groupings
- Initiating and sustaining whole class attention
- Cues for questions and discussion time
- What happens when there is distracting and disrupting behaviour
- Transition times
- Lesson closure and exit

Habituate routines:

- Be on time
- Begin and end the day positively
- Balance correction with encouragement
- Know your pupils well – use first names, know special things about them – birthdays etc.

Co-operative classroom development

Co-operative activities need to:

- build on established routines
- be taught slowly, over time, and be consistent throughout the school
- be set in structured activities

Communicate co-operative expectations and routines to parents.

Developing rules

- Some are contingent on the subject e.g. DT, gymnastics
- The rules that address respect and good manners are relevant at any age in any subject.

e.g. *We all have a right to respect*

To enjoy respect here we all remember:

- We all share the same place, space, and reason for being here
- We all have the same basic feelings
- Positive language (no put-downs, cheap shots, scoring, swearing...)
- Courtesy and manners
- Low level disruption is unacceptable
- Teasing and bullying will not be tolerated

Clarify, discuss, model and maintain the rules in the establishment phase:

- Few in number
- Some are situation and place specific
- Rules overlap with routines
- Positive in expression – simple and clear
- Rules must be enforceable – with certainty not severity

Behaviour management is relational – all rules occur within relationships

Table 1: Common Classroom Rules (Rogers, 2007 p97)

Rules in Class		Rules out of Class
We speak kindly and respectfully to each other.	Talking	We speak kindly and respectfully to each other.
We work quietly and helpfully together. We take turns.	Learning	We co-operate with others. We share the playground.
We walk quietly in our room and put things away carefully.	Movement	We take care when we are moving about outside. We look after our equipment.
We are kind to each other and use good manners	Treatment	We are kind to each other. We play friendly games.
We try to solve problems in a fair manner. If that is hard, we ask a teacher for help.	Problem-solving	We talk to each other and try to work problems out. If we need help, we ask a teacher.
We try not to hurt people. We use equipment safely.	Safety	We play safe games. We play in safe areas of the playground.

Establish workable noise levels

(try a noise meter – see page 97 Rogers 2007)

Agree a simple routine for gaining whole class attention in the establishment phase.

Classroom tone and teacher leadership

Teachers should use an authoritative stance to exercise power in a thoughtful way to secure social order rather than control.

Exclusion from the class group

This is the most intrusive consequence.

The purpose of Time-Out

Time-Out is not normally the first option in discipline. Like all corrective and consequential management, it is preceded by least intrusive approaches. Time-Out is an appropriate consequence for:

- aggressive behaviour of any kind – including verbal
- persistent calling out, interfering with other students right to learn, or a teacher's right to teach
- any significantly unsafe behaviour.

Time-out can be formalised within a school-wide and consistently applied procedure and can range from:

- 3-5 minutes at a spare desk in the room
- Time-out in a colleague's room nearby or in an office area
- Withdrawal from peers in a designated Time-Out room

Least-to-most intrusive approach should apply.

Developing a whole-school policy of Time-Out

1. Agree the philosophy of Time-Out. It is important for staff and parents to know that:
 - Its primary purpose is to protect pupils' and teachers' rights which have been unduly affected in the time preceding Time-Out
 - Time-out gives the pupil time to cool-off and regain control and composure
 - It allows thinking and reflection time that can form part of repairing and rebuilding later
 - It gives the class and the teacher necessary cool-off time
 - It is part of a consequence chain
2. Decide when Time-Out will be used at classroom and duty-of-care levels.
3. Agree a plan for when pupils are resistant, aggressive or violent
4. Decide when a pupil will return to class
5. Decide at what point parents will be notified
6. If Time-Out is not achieving change in behaviour, decide what additional support will be offered to the pupil and the teacher concerned.

Time-out helps to ensure pupils learn the connection between behaviour and outcome.

Guidelines for application of the Time-Out consequence

- Use the principle of certainty not severity
- After the warning, teacher firmly directs the pupils to Time-Out in the classroom
- Stay calm. The tone should be respectful, clear, firm, decisive – but calm. Keep it brief.
- If pupil refuses, teacher uses the agreed procedures for supported exit from the classroom. Exit from the classroom needs consistent colleague support and a well-planned process. (e.g. an exit card system). *Time-out should not necessarily involve spending time in the headteacher's office. This (time in the headteacher's office) should usually be a positive experience and not be used as a consequence for poor behaviour.*
- The process of Time-Out should be explained clearly in the whole school policy.
- ***It is unhelpful if Time-Out is associated in the pupil's mind with a counselling session. Nor should pupils in Time-Out have special jobs or activities. The student should experience a period of time with little interaction or active attention, in order to be able to cool down, think and reflect on their behaviour. Older students might complete a 4ws form:***
 - *What did I do?*
 - *What rule was broken?*
 - *What's my side of the story?*
 - *What can I do to put things right?*
- **Always explain Time-Out in the establishment phase of the year.**
- ***Time-Out conveys the important message that you are always welcome in class, but NOT when you behave in repeatedly disruptive, aggressive, unsafe or threatening ways.***
- If a school uses a Time-Out room (a spare classroom designated exclusively for Time-Out purposes) it should be supervised so that pupils are not alone.
- Records of Time-Out must be kept by the supervising member of staff and follow-up undertaken later by the initiating teacher.
- Withdrawal benches and withdrawal rooms can also be used for Time-Out during playtime. Playground Time-Out procedures need the same level of planning and staff support as for Time-Out from the classroom.

Key emphases when applying consequences:

- They need not be known in advance
- They have degrees of seriousness
- Justice, fairness and respect are crucial
- We apply consequences within the *fair certainty* principle
- They are related to the behaviour

Negotiating consequences

There is a place for negotiating – but only in a 1-1 setting away from the peer group. It may be done through a directed choice, or the teacher might ask what the pupil thinks should happen.

Teachers commonly need support regarding:

- Any use of Time-Out
- Serious conflicts
- Situations where the teacher feels overwhelmed or threatened
- Particular support for males teachers having to follow-up with female pupils
- Follow-up for playground teachers, supply teachers or specialist teachers

Fixed-term exclusion

Some behaviour is so intrusive on others' rights that fixed-term exclusion is an appropriate sanction. The decision to exclude should be made by a team, not solely by the headteacher or the class teacher. Exclusion procedures should be explicit in the school's behaviour policy.

Fixed-term exclusion provides:

- A sense of appropriate justice in the school community
- An appropriate expression of public disapproval for serious behaviour
- A necessary cooling-off period for all
- Valuable time for the school to put changes in place to the support it can provide for the excluded pupil on return to school.

Internal exclusion can be used as an interim device to avoid fixed-term exclusion where appropriate. The procedures for internal exclusion - where it will take place, how long for, how it will be supervised – are similar to those outlined for Time-Out and Fixed-Term Exclusion.

5. Plan the Language of Discipline and Correction

Developing language skills in corrective management

- Act within the principle of least-to-most intrusive
- Focus on the behaviour not the person
- Be brief
- Calm yourself before trying to calm the pupil
- Give take-up time wherever possible
- Balance correction with encouragement and the re-establishment of working relationships
- Concentrate on the primary behaviour, primary issues, rules and rights, rather than on secondary behaviours.

Descriptive cue-ing

- Briefly describe the distracting behaviour to the pupil – this keeps the discipline 'least intrusive'.

Least intrusive

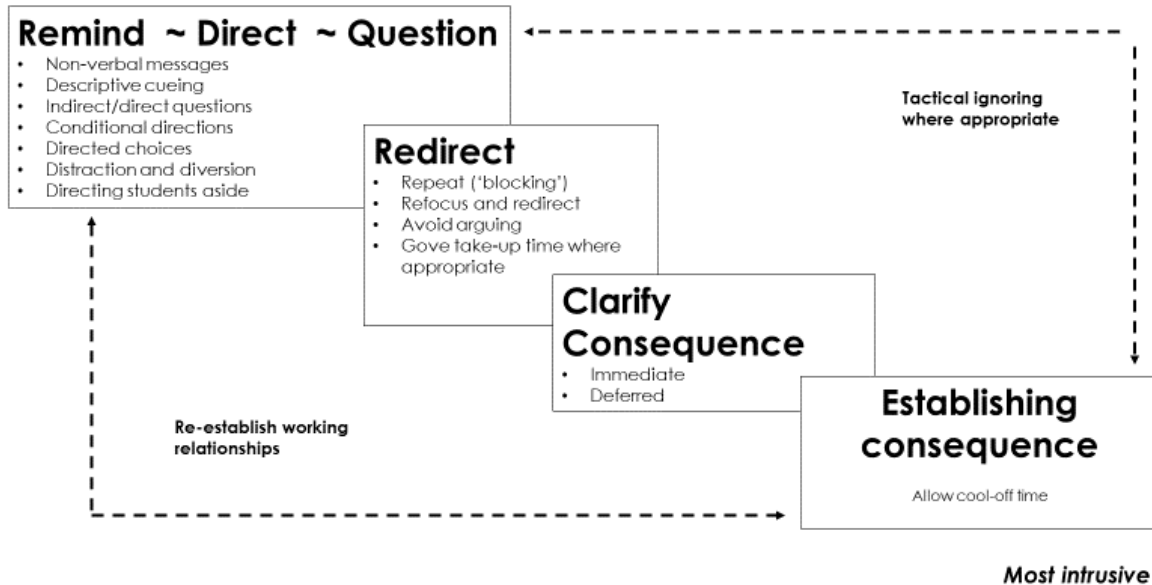


Figure 3: Least to most intrusive (Rogers 2007, p128)

Consider the context:

- Whole class teaching time
- On task learning time (proximity; more personal)
- Non-classroom setting
- Focus on primary behaviour where possible; avoid arguing, or over-servicing secondary behaviours.
- Convey an expectation of co-operation; allow take-up time wherever possible.

Conditional directions make one thing dependent on another, e.g. when you have washed your brush, then you can hang your painting up to dry...'

Reminding

Reminding can have a positive corrective function. They can normally be given in a positive tone and refer to the rule. Keep them brief or use non-verbal signals. Use questions – 'what's our rule for...?' Or simply repeat the rule, or use 'Remember to...'

Privately understood signals

- For example - four fingers pointing downwards to indicate 'Four (chair Legs) on the floor'

The Tactical Pause

Used to initiate and sustain attention. Conveys an expectation that students look towards the teacher, focus, listen and respond. The use of a pause may sound unimportant, but along with overall global behaviour, can send a powerful message.

Take-up time

This is the time a teacher gives for a pupil to respond to corrective discipline. It includes the idea of face-saving, cooperation, expectation and trust.

By lifting her eyes and smoothly reclaiming the flow of the lesson the teacher is:

- Communicating an expectation that the pupils will do as she has asked
- Withdrawing tactically from any residual tension in the interaction
- Allowing the student face-saving time to respond to the correction
- Drawing the eyes of the audience back to the teaching and away from the poor behaviour. This makes it easier for them to comply, reduces to focus of attention. It also enlists the goodwill of the group *non-verbally*.

Take up time can also be used if the teacher is directing from a distance, across the room, or across the playground.

Re-establishing a working relationship

This is very important. It reassures the pupil that beyond the correction the relationship is still OK.

Tactical Ignoring

This is the teacher's conscious decision to ignore certain behaviours and keep the focus on the flow of the lesson, or on acknowledging or reinforcing positive behaviour. In this sense tactical ignoring and selective attention are complementary reinforcers. It should be distinguished from blind ignorance and hopeful ignoring. One should never ignore safety issues, aggressive behaviour, bullying tactics or blatant put-downs. These need to be addressed assertively and immediately. Teachers should not ignore something in one student and not in another.

Distracting students aside

When students are on task it can be helpful to correct some students more privately, by distracting them away from their immediate audience for a quiet word.

Group directions and reminders

- Avoid talking over noise
- Have a workable, age-related signal for gaining the attention of the group
- Use pausing and scanning the room with eye contact to students

'I' Statements

Can be used to convey the teacher's needs and concerns or to tune in to the student's needs and concerns e.g.

- 'David, I can see you're upset, is it because the work is too hard...?'
- 'Kate and Christine, I feel annoyed because you two are trying to fix your problem by arguing...'

Directional 'I' statements assume a personal dimension between the teacher and the student:

- 'I want you to put your hand up without calling out...'

I-statements can be used to express appropriate assertive anger:

- 'I don't use that language with you. I don't expect you to use it with me.'

Talking out of turn

Establish the rules for this in the establishment phase of the year/term.

Strategies include:

- Tactically ignore/respond to those using the rule.
- Give a brief whole class descriptive reminder – 'Several children are calling out – remember our class rule...'
- If a pupil persists, use the name to direct and remind personally, 'Jason, you're calling out...remember the rule'
- Use a rule reminder, name the student and refer to the rule 'David, we have a rule for asking questions. Use it. Thank you.'
- Give a direction. Name the student. Direct them to the required behaviour. 'David. Hands up without calling out. Thanks.' Thanks emphasises expectations. (Please sounds pleading – you're not pleading, you're expecting...)
- Consider seating arrangements.
- Preface discussion times with a whole-class reminder

Using questions for correction

Avoid using 'why' for correction. Use direct questions which refer to the rule. e.g. 'What's the rule for litter?'

Directed consequences

It is helpful to have a place where distracting students can be directed to work on bad days. *'If you choose not to work now, you are choosing to stay back at playtime...'*

When we communicate a *deferred* consequence, we place the ownership of the behaviour with the pupil; give them take-up time and leave teacher and student in face-saving mode. If a pupil refuses to move, then procedures for exit are implemented.

The concept of choice in discipline contexts

We want students to own their own behaviour so giving choices is reasonable. When rights, rules, limits and consequences are positively and clearly outlined students can learn how choices work for them in a school context.

How much the element of choice rather than threat is heard in the teacher's communication depends on:

- The tone and manner of the teacher's language
- Body language
- How take-up time is given
- Whether and how the teacher carries through the consequence
- How the teacher re-establishes working relationships beyond the consequence

We can create a respectful, known, consistent, 'certain', fair and consequential reality at school. The aim is to develop reasonable consistency with relaxedly vigilant leadership.

Relocation within the room

- If a pupil has not responded to the least intrusive correction, clarify the consequence clearly, calmly and decisively.
- Use conditional language, 'if you continue to... then I'll have to ask you to work at the desk over there.../stay behind at playtime...'

Giving commands

Sometimes commands are necessary – if safety is at risk, we can command, in an unambiguously commanding, assertive tone. If students refuse a command to stop, a collegial back-up plan is essential.

Summary

- write down the sorts of directions, rule reminders, questions, choices, assertive statements and re-directive dialogue. *Learn it and practice it until it comes naturally.*
- plan for different contexts – whole class, individual, small group, playtime etc.
- give cool-off and take-up time
- opt for certainty rather than severity
- give students a fair right of reply
- have a discipline plan

6. Some problem areas in behaviour management

Mirroring student behaviour

In a 1-1 situation, (without an audience) it can be useful to show students what their behaviour looks like. Some students genuinely need clarification of:

- what we mean by rudeness
- the rules or rights being affected by their behaviour
- that such behaviour affects relationships and we care enough to follow up and seek understanding and cooperation.

The Importance of Follow-Up

There are some behaviour issues that should always be followed up after class:

- Clear disrespect in the context of class understanding of mutual respect; rudeness without provocation
- Students who refuse to follow class rules and routines. Deferred consequences would be appropriate e.g.
 - Packing up materials in own time
 - Cleaning up in own time
 - Completing work after class
 - A time-trade consequence
 - Blatant task avoidance

Follow up and follow through:

- Conveys the teacher's intent. (They're serious. They mean what they say.)
- Ensures other students see the teacher follow up.
- Allows the student to make the connection between their behaviour and outcomes.

When you follow up, one-to-one with a pupil:

- calm self before calming the child
- tune-in to how the student is feeling
- avoid rushing the dialogue
- use open body language, avoid crowding their personal space
- avoid arguing – keep the focus on the primary behaviour
- adopt a pleasant, invitational tone
- refer the pupil back to the class behaviour agreement on right and responsibilities
- allow the right of reply

It is a teacher's professional responsibility to follow up in a meeting outside of class time.

Dealing with argumentative students

- Focus on the primary behaviour
- Avoid unnecessary power struggles
- We can't control the student but we can control our reaction; reactive and defensive correction extends the conflict
- Use reflective awareness to avoid over-servicing secondary behaviours
- Use tactical ignoring to keep the focus on the primary behaviour or issue
- Keep the discipline focus by redirecting and refocusing
- Follow up secondary behaviour after class

Squabbles – the residue of playtime

- Acknowledge their need and situation, give brief reassurance and refocus.
- Allow for cool-off time, then teach and model more rational approaches to conflict resolution:
 - What do you see as the problem?
 - Who does it (the conflict) make you feel?
 - What do you think we can do to put things right?

Arguments and quarrels in class

Important to keep the managerial focus on:

- Balancing the rights of other students with the responsibility of those students who are quarrelling or visibly upset
- Referring to rules and routines that protect everyone's rights
- Avoiding long discussions about who started it.

Any argument that involves aggressive behaviour will require immediate time-out for the aggressor, and follow up with both parties later.

There needs to be a balance between:

- What can be done in the immediate short term
- What can we do in the longer term, when students have cooled-off, to resolve the conflict
- Working with the whole class on preventative management by emphasising and developing co-operation.

Swearing

Developing a whole-school approach to swearing around school involves having a school-wide philosophy on positive language and mutual respect and then developing some common practices for dealing with such language in the short term. This should include all staff, including Lunchtime Supervisors and canteen staff.

'We have a rule for positive language. Let's use it. Thanks.'

'This is a positive language zone. Let's remember that. Thank you.'

Abusive swearing

In the immediate moment, if sworn at, the teacher can sue an assertive I-statement:

Name the student. *'I don't speak like that to you. I don't want you to speak to me like that.'*

The tone needs to be unambiguously assertive without aggression. If the swearing is particularly offensive, aggressive or recurrent the teacher should use the supported time-out procedure.

Teachers should never invite aggressive responses from students through their own aggressive behaviour, including finger waving, shouting, invading personal space etc.

Follow-up

There should be a meeting between the teacher who has been verbally abused, facilitated by a member of SLT.

The teacher addresses the student through an *accountability dialogue*:

- Describing specifically the offending and abusive behaviour, briefly and clearly. This should have been recorded prior to the meeting.
- The teacher respectfully describes how they feel about the behaviour and why it is unacceptable (refer to school rules/rights/responsibilities in school's behaviour code)
- Teacher then describes what needs to happen now, that this kind of behaviour is completely unacceptable and explain why and that it needs to stop.
- The student is given a right of reply. The senior teacher responds with special reference to the *basic rights and responsibilities of our school*. If the student says he/she was joking/messing around – the facilitator will re-focus with why it is not a joke etc.
- The facilitator directs the pupil to the appropriate consequence, apology, assurance such behaviour will not occur again and engage restitution where

appropriate. If necessary, the facilitator will arrange a review meeting in a week's time.

The message is, *'We are aware of your behaviour and its effect on others' rights. We cannot let you speak or act in any way you like. Your behaviour is your choice. You will always have the chance to have your say, but you will also have to face the consequences of your choice of behaviour.'*

Consequences may involve loss of privileges, internal exclusion (at playtime for example), parent notification, parent-teacher conference, fixed term exclusion etc.

Contracts: behaviour agreements

A contract is a formal agreement about responsible and desired behaviour. It is usually the class teacher who develops individual behaviour contracts or agreements with the student, unless the child has a more serious behavioural disorder when the SENDCo would be involved alongside. The teacher should meet with the student 1-1 to agree the contract:

- focus on the behaviour
- use mirroring and modelling
- it can be a checklist, use pictures, or a written plan.
- clarify:
 - where their copy of the plan will be kept
 - how they can self-check their plan throughout the day
 - point out to the student that this behaviour is the expected and necessary behaviour in our class for all students.

Students with socio-emotional behaviour disorders

Behaviour may be disordered if it is:

- frequent in its disruptive expression (very frequent say during the course of an individual lesson or period of time)
- intense
- of significant duration – both the episode and the timespan
- resistant to normal classroom discipline, follow-up and behaviour consequences
- general (the student behaves disruptively for all teachers across all settings)

Collegial support

When a clear behavioural profile has emerged from the above factors, the school will need to develop a whole-school response and plan for that student.

The plan should involve early and meaningful colleague support for all teachers working with the student in question. Such support should be given without imputation of failure or blame – working with such pupils for any length of time is stressful and exhausting. This support can be expressed through:

- moral support, problem identification and needs analysis
- all teachers working as a team to develop a behaviour change programme for the student

- support for teachers in their relationship with parents
- a well-structured exit-time-out policy and procedure to support teachers when the student is very challenging
- structured release time from class for the teacher and the pupil to engage in some behaviour rehearsal (actively to teach the student new behaviour through modelling, cueing and practice)

While students with behaviour disorders have the right to be educated in mainstream schools, that right has to be balanced with the rights of their peers to learn without persistent interruptions and displays of unsafe and aggressive behaviour. It is also essential to consider the wellbeing of the teachers working with such students.

If it is known at the student's enrolment that there is a history of challenging and disruptive behaviour, it is essential that a support plan be set up as a condition of enrolment.

Where possible the school will establish and maintain support for parents of children with behavioural disorders. Sometimes this is challenging. In all cases it is essential that colleagues must be united in planning whole school approach to behaviour management for students with SEMH who present frequent, and challenging patterns of behaviour.

Parents must be re-assured that:

- we are partners in their child's education and life at school
- behaviour management programmes are designed to enable their children to increase their on-task learning and succeed at school
- programmes are also designed to increase student's social relationship skills such as co-operation, consideration and care for others

Developing an effective behaviour plan

Develop a clear profile of the student's distracting behaviour as a basis for planning for change:

- how frequent is it?
- how durable is it?
- how general?
- how intense?
- when is it worse?

Teachers need to be aware of the student's social pathology and home circumstances, but while the student is at school, the emphasis is on teaching them appropriate social behaviour and academic survival skills.

A behaviour agreement should:

- identify the typical distracting and disruptive behaviour
- clarify why this behaviour is unacceptable or wrong
- clarify how such behaviours affect classmates, teachers and their parents
- clarify the behaviour change being sought

Working with the student

(This plan is outlined in details on pages 194-199 of Rogers, 2007)

Step 1: Clarify the off-task behaviour for the student

Enhance communication by using picture cues and mirroring.

Prepare an A4 piece of card which illustrates the unacceptable behaviour and the desired behaviour. It should include illustrations of peers' disapproving expressions for the unacceptable behaviour and approving expressions for acceptable behaviour. (see Rogers p196) This card can serve as a 'social story'.

The teacher can mirror the behaviour for the student.

Step 2: Introduce and model the plan

Step 3: Rehearsal

Step 4: Implementing the plan in the natural setting of the classroom or playground.

Supporting the behaviour recovery process

- All teachers should have a copy of the child's behaviour plan and be aware of its purpose
- There will be a supported, well-planned exit or time-out plan if students evidence hostile and aggressive behaviour. Students need to know that time-out doesn't invalidate their plan. Whenever they are in the classroom the teacher expects the student to work by following their plan.
- Teaching Assistants also need to be made aware of time-out support for the student
- The teacher can enhance the success of a plan by calling a special class meeting to raise key questions with the student's peers. (Normally the student would be out of the room when this meeting is taking place.)
- Teach self-talk skills e.g. 'I can put up my hand without calling out'
- The team supporting the class teacher will review the plan – weekly at first – then fortnightly – to monitor progress.
- Students benefit from individual mentoring support within the process
- When students do not show signs of progress, and a reasonable time for change has been given, the school should consider whether the continued stress and strain of repeatedly disruptive behaviour are unduly affecting the rights and wellbeing of other pupils and staff. SLT will need to consider starting the process to secure alternative provision.

7. Managing Playground Behaviour and Bullying

It is crucial to have a whole school approach to duty-of-care in non-classroom settings for all staff:

- corridor supervision and management
- wet-day duty; bus supervision
- playground supervision and management
- any out of school context – swimming; excursions; school camps etc

In these environments all staff members have a more focussed and acute duty-of-care role.

We must be compliant with the law relating to duty of care and negligence.

Risk assessments must be completed to take account the safety of all pupils. Levels of supervision must secure effective supervision to prevent injury to children and to keep them and the adults supervising them safe.

Senior staff including the headteacher should engage in regular playground duty.

In the establishment phase of the year, support staff including site staff, lunchtime supervisors etc should be introduced to pupils and their roles explained – making clear to children that it is part of their role to address inappropriate behaviour.

Increasing consistency

The key duty-of-care emphasis lies in supporting children's behaviour in ways that enhance safety, fair treatment and fair play.

Teachers should discuss what playing safely means with children in the establishment phase of the year, including:

- Playing in defined areas
- Playing in ways that do not harm themselves or others
- Playing ball games at the right time and in the right place
- Finishing food before going on play equipment
- Allowing only Reception-aged pupils on play equipment on assigned days or having a special play area for the youngest children in school
- Using play equipment or specific areas only in fine weather

As far as duty-of-care is concerned, all staff must recognise that they are always on duty once they leave their classrooms.

The most substantial duty-of-care role is playground supervision. Most supervision involves reminders and directions about the rule or responsible behaviour. Most pupils respond to positive reminders. Some present secondary behaviours and some refuse to comply.

Where pupils present inappropriate behaviour and/or refuse a reasonable request from a member of staff, both pupils and staff need to know that this is unacceptable. This behaviour should be followed up using the **certainty not severity** principle.

Schools can use a playground behaviour monitoring system e.g. a book in which support staff record incidents, which must be followed up with appropriate consequences. Any aggressive or violent behaviour must result in immediate time-out, so schools should plan playground time-out provision.

There should also be systems in place to acknowledge particularly responsible, supportive behaviour.

All staff should practice 'relaxed vigilance' in playground and other non-classroom duty-of-care contexts.

Relaxed vigilance

- Proximity awareness – move around with 'relaxed eyes' – alert to potential concerns
- Distinguish between inappropriate play and misbehaviour
- Distract students aside from their peers to address their behaviour
- Keep the focus of discipline on the rule
- Support and encourage positive play and behaviour
- ALWAYS follow up any pupils who challenge or refuse to cooperate with staff management. All staff should carry a notebook to record the names of pupils who refuse to cooperate with fair, reasonable, necessary teacher reminders and requests
- ALWAYS follow up with pupils who engage in interpersonal conflict
- ALWAYS follow up with pupils who refuse, argue, run off when directed about their behaviour by a member of staff
- ALWAYS follow up with pupils who display rudeness or hostility to any member of staff

Developing a Management Plan for duty-of-care beyond the classroom

Ascertain what is happening

Classroom meetings, surveys, direct observation and staff discussions can be used to evaluate the current situation. Children can be asked to identify on a playground map where they feel safe to play, or where they do not feel safe to play.

Clarify what the issues are?

- How frequent and serious is disruptive behaviour?
- Does it happen at a particular time of day.
- Does it affect particular age groups?
- Are there particular problematic areas?
- How is litter managed?
- Are there particular age groups or pupils or ring leaders causing a problem?

Evaluate current practice and plans

Ensure that members of staff move about initiating games and activities to engage students, rather than patrolling and supervising.

Develop workable plans for duty-of-care management

- Managerial/discipline and procedural approaches
 - Establish preferred practices; plan the language of discipline, use less intrusive to most intrusive approach, establish relaxed vigilance
 - Educate pupils about safe and fair play, care for each other and the environment
- Structural/organisational and procedural approaches
 - Publish a playground policy to which the children have contributed
- Education/social approaches
- Maintain a positive playground environment as an inviting, safe, orderly and litter-free haven of cleanliness.

Develop and encourage cooperative behaviour by providing a range of games and play activities including quiet and relaxing activities for pupils who may not want to run around.

Playground Time-Out

Playground time-out policy, procedure and provision must be planned and applied by all staff with consistency.

Time-out is a whole school policy is primarily preventative and focuses on the right of all members of the school community to a safe environment. Establish:

- whether there will be a playground time-out room?
- for cooling off or for deferred consequences? Where will it be? How will it be supervised? Will all staff be rostered? What will happen there?
- will it operate every playtime?
- how long will pupils stay there?
- how will it link to individual pupils' discipline/behaviour plans?
- should there be any other consequences?
- when should parents be contacted?

Do not allow play fighting.

When dealing with aggressive play and fighting:

- always send for adult back up
- use an authoritative, raised voice to convey that you want the behaviour to stop and you want to speak to children now.
- communicate calmness by using voice and words together to initiate a calm focused sense of control.
- situations of imminent danger require a calm, controlled, decisive voice and manner

This requires proactive staff training, clear guidance and communication.

Bullying

Bullying is an abuse of social and relational power. Definitions of bullying need to:

- utilise the support of pupils' peers
- consider the intention and provocation in the exhibited behaviour
- most bullying is psychological not physical in expression

Bullying is learned behaviour that will be tolerated by pupils and teachers depending on:

- the degree of acceptance in the school and community
- the educational messages generated about safe, fair behaviour
- the school's policy imperatives
- the support given to victims
- the consequences and due processes applied to bullying behaviour

We must communicate very clearly and decisively that bullying in any of its forms is totally unacceptable.

The school must work with its community in a sustained way so that everyone knows:

- what the school means by bullying
- why it is totally unacceptable
- that bullying is wrong because it infringes peoples' fundamental rights to safety and fair treatment
- how the school addresses it

We know from research that when schools confront bullying behaviour and bullies it will significantly reduce or stop altogether.

Schools must monitor bullying. It must be reported and tracked:

- Develop a whole school approach
- Raise awareness
- Use surveys
- Develop a whole school policy to secure consistency with an action plan to address bullying
- Support victims – assist them and help them to develop skills to address bullying
- Support parents
- Deal with the bullies – it is essential to calmly and clearly reframe each excuse or manipulative avoidance by the bully
- Use accountability mediation - encourage victims to face their bullies (with structured adult support) to tell them:
 - What the bully did
 - How the bullying behaviour make them feel
 - That the behaviour must stop
- Utilise the support of pupils' peers
 - Emphasise and publicly reward positive and non-violent behaviour
 - Develop educational processes to counteract bullying

All Learn-AT schools should engage with the LA's Anti-Bullying Award programme.

- Increase supervision and duty-of-care awareness
- Emphasise and promote positive discipline practices amongst all staff
- Develop peer assisted approaches to positive playground play

8. Supporting colleagues: a whole school approach

A consciously supportive school culture makes provision for staff support by consulting colleagues about their continuing professional development and learning needs (CPDL). CPDL may be most effective when colleagues experience autonomy and agency and when provision provides opportunities to build self and collective efficacy by applying learning in 'live' classroom contexts (NFER, TDT 2020; Cordingley, 2020; Standards for CPD 2016).

Moral and problem-solving support

Leaders should allow time for teachers to plan and work together and collaborative discussion of dilemmas and experiences. Provision should be made for team working across year groups, phases and key stages.

Leaders and colleagues should demonstrate care in practical ways, through:

- fair and considerate treatment of all staff
- consideration of the welfare and wellbeing of colleagues
- effective communication systems
- daily briefings
- recognition of the effort and contribution made to the life of the school by all staff

Structural and Instrumental Support

- well-researched, whole school behaviour leadership plans should be implemented.
- teaching staff must be assured that leaders will listen to them and provide necessary guidance and support.

Senior leaders should support frontline staff and, conversely, front line staff should support their senior colleagues in their implementation of agreed whole school policies.

Collegial feedback and peer appraisal

Recognition of one's efforts and specific contributions – feedback – is important. Feedback enhances self-esteem. Feedback from others, i.e. colleagues whom we respect and whose feedback we value, enhances self-esteem.

Giving feedback about ineffective practice is much more difficult.

The purpose of professional feedback is to:

- assist staff in identifying their strengths and where their ineffective practice is and to have some agreed and documented reference for effective practice.
- professional feedback needs to be asked for and given in a climate of professional trust.
- descriptive feedback focuses on behaviour, not personality or motives. It should also focus on what is known not on what is assumed. It should reflect empirical evidence.

Develop a culture of colleague support through open discussion, planned opportunities for professional dialogue, effective communication and an emphasis on research-informed CPDL which includes Lesson Study and instructional coaching.

9. Developing a Whole School Policy

Learn-AT schools should use this framework to inform and support the development and review of their behaviour policies.

Parents should be consulted and communication with them about the school's aims, beliefs, expectations and practices about behaviour management should be clear and accessible.

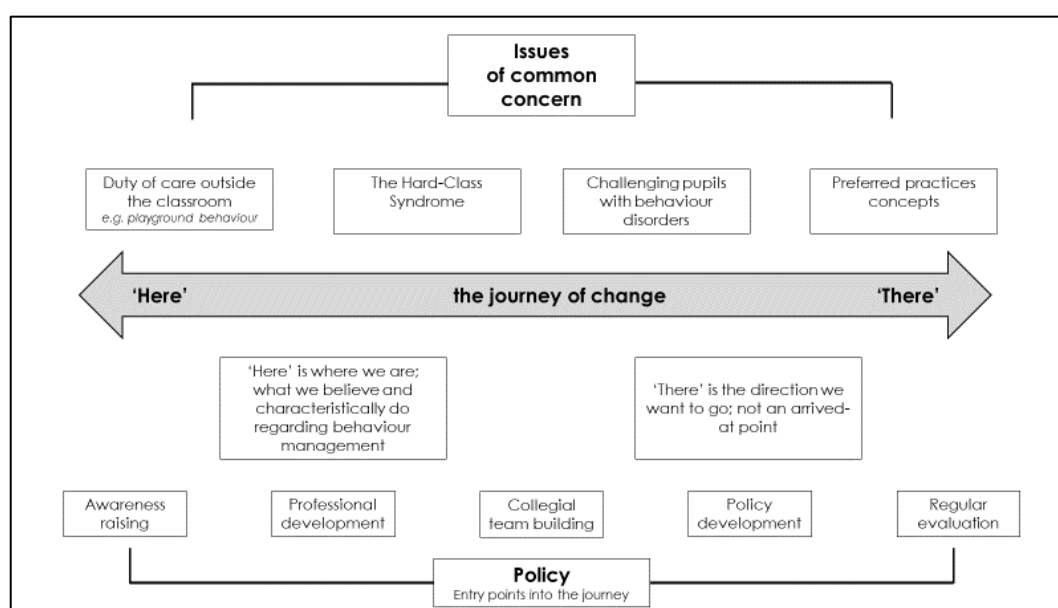
We share with parents the same basic aims and beliefs for their children:

- Their common welfare and wellbeing
- An attitude to relationships that considers others' rights as well as one's own
- Responsibility and accountability for one's behaviour
- Basic values such as honesty, caring and cooperation
- The British values of:
 - democracy
 - the rule of law
 - individual liberty
 - mutual respect for and tolerance of those with different faiths and beliefs and for those without faith.

The process of agreeing or reviewing a policy provides an opportunity for staff to reassess and affirm:

- The community's values and assumptions about discipline, classroom and behaviour management and pupil welfare as it relates to pupils' overall education
- The best arrangements, practices and plans to achieve the school's aims

Figure 4: Developing a Policy of Behaviour Management (Rogers, 2007, p272)



A behaviour policy normally includes:

- A policy statement – concise, one-page statement of the school's vision, beliefs and aims regarding behaviour and attitudes in school
- User-friendly definitions of key terms used in the document
- An explanation of the preventative aspects of behaviour. Acknowledgement that the policy aims to create a safe, secure environment for learning and behaviour and that the school emphasises mutual respect, cooperation and fair treatment in all of its practices. Linked to this, there should be an explanation that the policy is just as much about the strategies the school

uses to promote, support and teach positive behaviour as about responding to inappropriate or challenging behaviour.

- A concise definition of all the rights and responsibilities of all members of the school community. A note for parents about the emphasis on shared responsibility of parents and teachers in the discipline and management of pupils in schools
- An explanation of corrective practices and problem solving procedures. Disruptive behaviour will not be excused but will be dealt with from a positive corrective stance. Include an illustration of the steps involved.
- An outline of the fundamental school rules and a framework for class rules
- An explanation for any specific due process for significantly disruptive behaviour in terms of rational and practice (e.g. Time-Out policy; harassment and bullying policy; exclusion policy)
- An outline of repair and rebuild procedures (parent conferencing, behaviour plans/contracts/agreements; welfare and counselling provision; involvement of external specialists)
- DfE guidelines and other relevant documentation (this framework) often included in the appendices
- Details of how behaviour (positive and negative) is recorded
- Details of how the impact and effectiveness of the policy will be monitored

Decide when the policy should be formally reviewed, but ensure that it is continually reviewed and amended as appropriate.

Suggested confidentiality statement:

Children's behaviour in school can be an emotive issue and can cause distress to both children and parents. Parents of children who have been subject to other children's poor behaviour understandably want assurance that staff are taking or have taken action. Staff will always take action appropriate to the circumstances, the age of the child, and in accordance with this policy. They will also, if appropriate, confirm that action has been taken. However, it is not possible for staff to share the details of the action taken in relation to individual children with anyone other than their parents or guardians, for reasons of confidentiality. Confidentiality is an important principle applied to all children and families. Children are praised in public, but reprimanded in private.

Further Reading

Bennett, T (2017)

Creating a Culture: how leaders can optimise behaviour

Department for Education

Bennett, T. (2019)

The Beginning Teacher's Behaviour Toolkit

Department for Education

CST, PTE (2018)

The Question of Behaviour: putting values into practice

Confederation of School Trusts with Parents and Teachers for Excellence

EEF (2019)

Improving Behaviour in Schools

Education Endowment Foundation

Marzano R.J.; Marzano J.S. (2003)

The Key to Classroom Behaviour

Educational Leadership 61.1 p6-13

Rogers, B. (2006)

Cracking the Hard Class: strategies for managing the harder than average class

Sage

Rogers, B. (2009)

How to Manage Children's Challenging Behaviour

Sage

Rogers, B. (2015)

Classroom Behaviour: a practical guide to effective teaching, behaviour management and colleague support

Sage

Rogers, B., MacPherson, E, (2014)

Behaviour Management with Young Children: crucial first steps with children 3-7 years

Sage