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6 Classroom behaviour unit: 6.1P	
Title	Enabling pupils to understand how they are expected to behave in lessons
Level	Getting started
Audience	Pupils
Purpose	To provide pupils with the opportunity to discuss expectations of behaviour and attendance in lessons by: <ul style="list-style-type: none"> ● raising the profile of behaviour for learning among pupils ● promoting discussion about behaviour for learning ● making explicit the link between positive behaviour and learning
Possible use	With groups of pupils to promote dialogue about behaviour that is needed for learning. It can be used, for example: <ul style="list-style-type: none"> ● during registration time ● during PSHCE lessons ● during small-group mentoring sessions ● during peer mentoring sessions ● during subject time to secure specific behaviours for curriculum areas, for example, appropriate behaviours for science practicals
Impact can be measured by	<ul style="list-style-type: none"> ● pupils know what the rules are without prompting; ● surveys and pupil self-evaluations show increased number of pupils understand behaviour for learning; ● observations show identified pupils meeting expectations of behaviour for learning in lessons.
Links to other action plan toolkit sections	Curriculum Attendance Everyday policies Consistently poor behaviour
Links to other material in this section	Pupils: Developing good practice 6.2P Staying focused on the lesson when others are not working Pupils: Ready for more 6.3P Helping pupils to recognise their own behaviours for learning Parents/carers: Getting started 6.1PC Guidance for parents/carers on how pupils are expected to behave in lessons Staff: Getting started 6.1S Incorporating and teaching high expectations of classroom behaviour in all lessons
Reference to other resources	Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES) Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES) Rogers, W. (1990) <i>You know the fair rule</i> . Pitman Publishing Mosley, J. (1999) <i>Quality circle time in the secondary school</i> . London: David Fulton <i>Peer Mentoring — A resource pack for schools</i> This resource pack has been developed by the National Mentoring Network (NMN) and Department for Education and Skills, in partnership with experienced mentoring practitioners and schools (see www.nmn.org.uk). www.schoolcouncils.org Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools

6 Classroom behaviour unit: 6.1P

Reference to other resources (continued)

www.dfes.gov.uk/ibis/

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

www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/

www.standards.dfes.gov.uk/innovation-unit/607713/learning_styles/?version=1

www.chalkface.com

Range of teacher resources to support improving behaviour and attendance

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

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

www.youngminds.org.uk/

Range of resources to support working with pupils' mental health and wellbeing. Resources include working in schools and with BESTs

www.bbc.co.uk/schools/

Range of case studies, resources to support teachers and pupils

www.drama.firstandbest.co.uk/

A range of drama resources, including free samples on such techniques as 'hotseating'

www.standards.dfes.gov.uk/schemes2/citizenship

Unit 17 – school linking

Enabling pupils to understand how they are expected to behave in lessons

Introduction

All schools set clear expectations in relation to pupil behaviour and attendance. The school's behaviour and attendance policy will outline these expectations and they may be reinforced by displays around the school. Staff can support pupils in meeting these expectations by acting as good role models and teaching and reinforcing expectations for behaviour and attendance in all lessons. This will enable pupils to understand how they are expected to behave in all lessons.

Understanding behaviour for learning

Pupils need opportunities to explore appropriate behaviour for learning and identify what 'behaviour for learning' actually means. Pupils need guidance to recognise where they are already succeeding as learners and to identify areas where they could improve.

Language of behaviour

Pupils generally know that behaviour changes depending on where they are and who they are with. Many are skilled at moderating their behaviour, including the way they speak, depending on the context.

Some pupils can find it difficult to meet expectations of behaviour from lesson to lesson or even from task to task. In order to ensure that pupils behave in a way that supports learning, staff will take a lead in explaining, teaching and modelling behaviour for learning.

Staff can do several things to make the behaviours for learning that are necessary in different contexts explicit.

- Discuss the different ways that adults and children behave in different settings and situations (e.g. work, family, social events).
- Negotiate classroom rules and routines with pupils. Remind them of these by displaying rules clearly, teaching routines and referring to both frequently.
- Make expectations of behaviour for learning explicit to all pupils by outlining expectations and inviting pupils to say why they are important.
- Ensure that pupils understand why the behaviour enhances learning: make explicit the link between the behaviour and effective learning.
- Reinforce behaviours for learning through prompts, for example at the start of lessons, before pupils begin activities and during the lesson.
- Plan for behaviour for learning in lessons and units of work.
- Be a role model for positive behaviour and attendance.
- Acknowledge, praise and reward behaviour for learning by the whole class, groups and individual pupils.
- Provide opportunities for pupils to discuss and evaluate their behaviour for learning skills on a regular basis.



Activity 1

Ask pupils to consider how they behave in different contexts, for example, at a football match, at the cinema or in an exam. Discuss the fact that there are different rules and protocols for behaviour in different situations. You could use **Resource sheets 1a** and **1b** to support this discussion.

Pupils could work in pairs, feeding back their responses to the class. They could use role-play as a way of giving feedback.

- Ask pupils to discuss whether expectations of behaviour are the same in all lessons. Compare, for example, PE, maths, a drama workshop and a test.

To conclude the activity you could ask pupils to prioritise the most important behaviours for learning in this particular lesson.



Activity 2

Before beginning this activity it is important to set ground rules. Pupils should identify specific behaviours. They should not name pupils in their group.

Draw a scale from 0 to 10 on a whiteboard or flipchart and tell pupils that '0' represents a lesson where 'behaviour for learning' is not happening (for example, behaviour is so bad that no learning is taking place) and '10' represents a perfect lesson, behaviour is impeccable and everyone is learning 100% of the time.

(Refer to Key Stage 3 *Behaviour and Attendance Core day 2* session 1: Focusing on solutions, for further information on scaling.)

Ask pupils:

- to describe the '0' lesson. What would they see? What would pupils/staff be saying, doing, thinking and feeling?
- to describe the '10' lesson. What would they see? What would pupils/staff be saying, doing, thinking and feeling?

To extend the activity, ask pupils to do the same task for a '4' or '6' lesson.

Now use **Resource sheet 2a** to help pupils explore their perceptions of behaviour for learning. Examples have been provided on **Resource sheet 2b**.

- Why do they think that these behaviours help them learn? Which of these behaviours do they use in lessons? Are there any new behaviours they could try?

Activity 2 could be done as a small group activity. Pupils could then share their ideas with the whole class through a presentation. Pupils should be encouraged to explain why their choices represent effective behaviour for learning.

Once pupils are aware of the types of behaviour that staff expect and how they will be taught these behaviours then they can focus on improving their skills.



Activity 3

Exploring the meaning of behaviour for learning terms

You could use this activity to support pupils in their understanding of the language used to describe behaviour for learning.

Divide pupils into teams and explain the behaviour for learning needed to ensure this activity can be successfully completed (for example, turn taking, listening to others, time keeping, describing behaviour, not mentioning names).

One member of the team takes a card at random from those identified in **Resource sheet 3**, for example, 'on time'. The pupil then has to describe what this means to the team, without using the two words at the bottom of the card, in this case, 'early' and 'late'. Teams have an agreed amount of time in which to describe as many terms as possible.

Describing their understanding of these terms will help pupils begin to consider their meaning in more depth. They may find themselves describing real situations, the consequences of particular behaviours, and/or what might have been more appropriate behaviour in the circumstances.

Encourage pupils to consider why they found some behaviours for learning more difficult to describe than others. For example, is there a link between how difficult a behaviour is to describe and how difficult it is to develop?

Extension

Pupils could make up their own behaviour card, and agree which words will be disallowed during the description.

Summary

By the end of this unit pupils will:

- have considered how behaviour changes according to context;
- have a better understanding of the meaning of behaviour for learning;
- have a better understanding of how staff will support them to develop behaviour for learning.

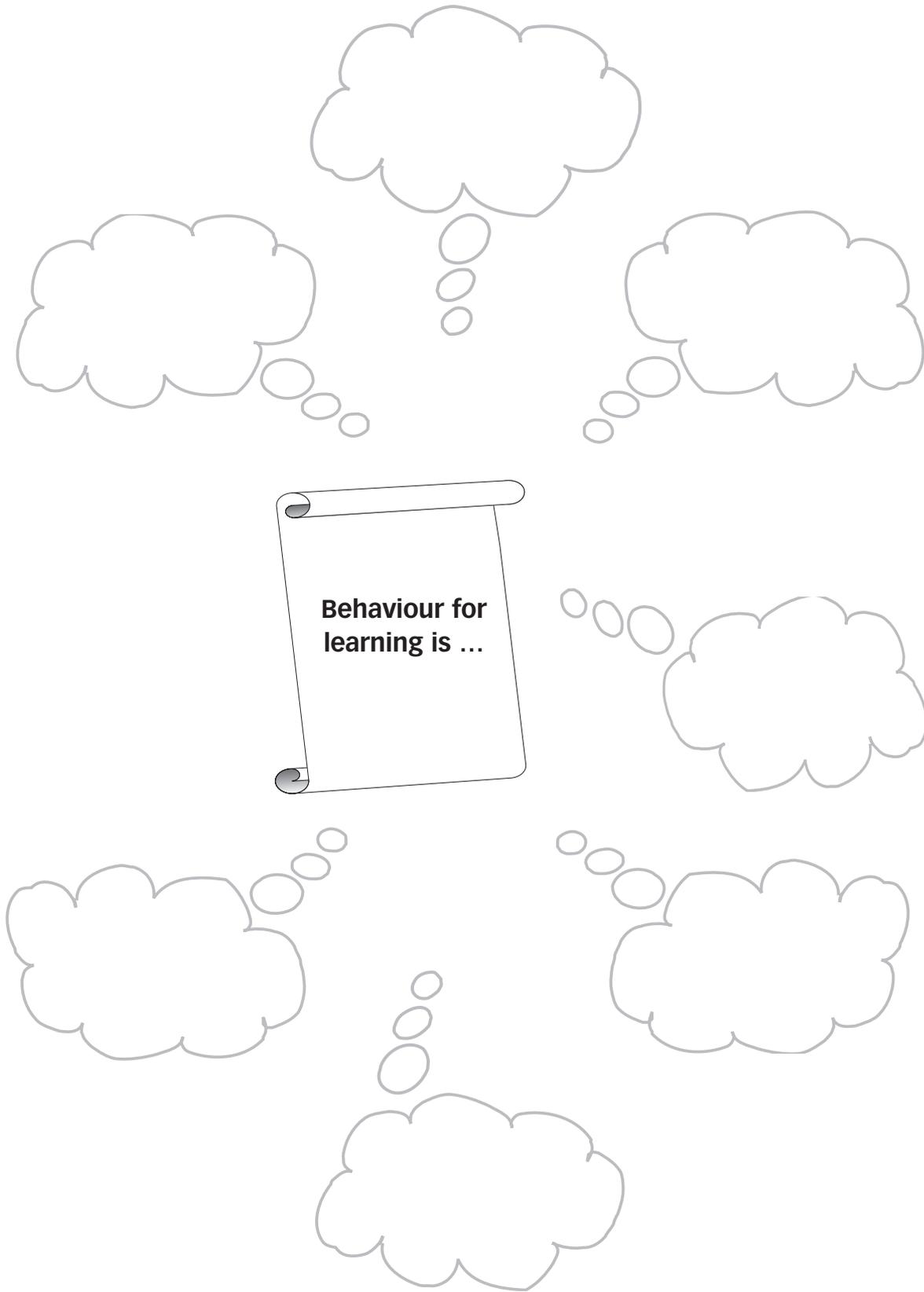
Resource sheet 1a

Situation	Expected behaviour						Other
	Dress	Noise	Movement	Equipment	Interaction		
Football match	You could wear: Team shirt Warm clothes Your choice	Talk as much as you like, e.g. shout comments about the match. Expected to shout and cheer when your team does well!	Sit in your allocated seat. Go to the toilet whenever you want.	None needed. You could buy a programme or a scarf.	You can interact with fans around you, but you cannot be abusive to opposing fans.		
Party							
Lesson							
Lunchtime							
Cinema							
Visiting someone in hospital							

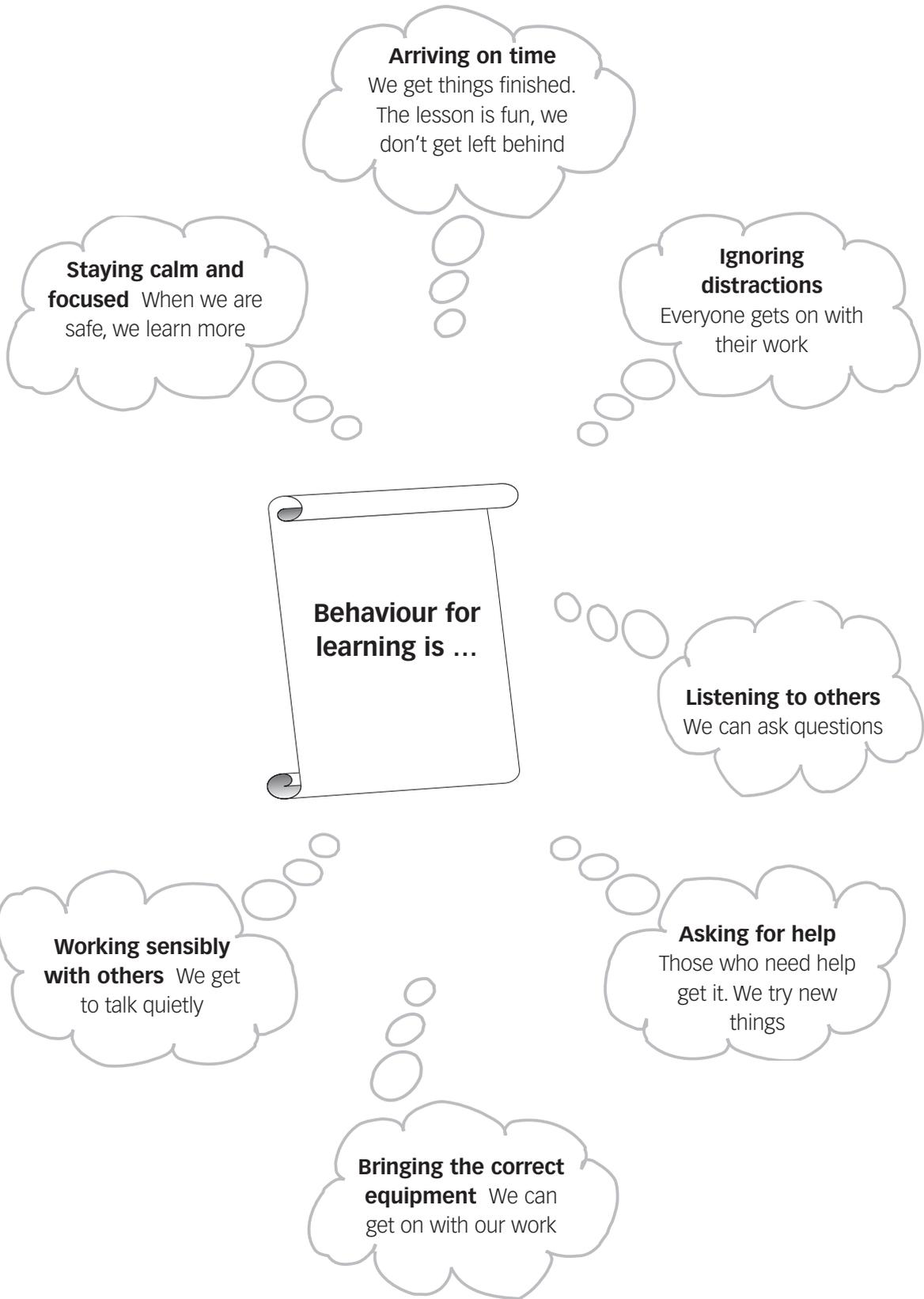
Resource sheet 1b

Situation	Expected behaviour						Other
	Dress	Noise	Movement	Equipment	Interaction		
Football match							
Party							
Lesson							
Lunchtime							
Cinema							
Visiting someone in hospital							

Resource sheet 2a



Resource sheet 2b



Resource sheet 3

<p>Think</p> <p>Wonder Concentrate</p>	<p>Learn</p> <p>Improve Teach</p>	<p>Concentrate</p> <p>Think Hard</p>
<p>Equipment</p> <p>Stuff Books</p>	<p>Homework</p> <p>Home Work</p>	<p>Behaviour</p> <p>Bad Good</p>
<p>Support</p> <p>Help Look after</p>	<p>Inappropriate</p> <p>Right Normal</p>	<p>Discuss</p> <p>Talk Consider</p>
<p>Participate</p> <p>Part Group</p>	<p>Explain</p> <p>Tell Speak</p>	<p>Sharing</p> <p>Giving Together</p>
<p>Negotiate</p> <p>Compromise Together</p>	<p>Achieve</p> <p>Reach Get</p>	<p>Collaborate</p> <p>Together Group</p>
<p>Cooperate</p> <p>Do Tell</p>	<p>Organised</p> <p>Efficient Plan</p>	<p>Late</p> <p>Early Overdue</p>
<p>Agree</p> <p>OK Yes</p>	<p>Partner</p> <p>Pair Friend</p>	<p>Group work</p> <p>Together Table</p>
<p>Time</p> <p>O'clock Hour</p>	<p>Plan</p> <p>Organise Prepare</p>	<p>Understand</p> <p>Know Can</p>
<p>Help</p> <p>Friend Support</p>	<p>Listen</p> <p>Hear Attention</p>	<p>Remember</p> <p>Think Recall</p>

6 Classroom behaviour unit: 6.2P	
Title	Staying focused on the lesson when others are not working
Level	Developing good practice
Audience	Pupils
Purpose	To provide an opportunity for pupils to develop their understanding of behaviour for learning by: <ul style="list-style-type: none"> ● raising the profile of behaviour for learning among pupils ● considering how they can maintain concentration and stay focused on the task when others in the class are not working
Possible use	This activity can be used with groups of pupils to promote discussion about behaviour for learning. For example: <ul style="list-style-type: none"> ● during registration time ● during PSHCE lessons ● during small-group mentoring sessions ● during peer mentoring sessions ● during subject time to secure specific behaviours for curriculum areas, for example, appropriate behaviours for science practicals
Impact can be measured by	<ul style="list-style-type: none"> ● identified pupils meeting their targets to remain on task.
Links to other action plan toolkit sections	Curriculum Attendance Everyday policies Consistently poor behaviour
Links to other material in this section	Pupils: Getting started 6.1P Enabling pupils to understand how they are expected to behave in lessons Pupils: Ready for more 6.3P Helping pupils to recognise their own behaviours for learning
Reference to other resources	<p>Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES) Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES)</p> <p>Rogers, W. (1990) <i>You know the fair rule</i>. Pitman Publishing</p> <p>Mosley, J. (1999) <i>Quality circle time in the secondary school</i>. London: David Fulton</p> <p><i>Peer Mentoring — A resource pack for schools</i> This resource pack has been developed by the National Mentoring Network (NMN) and Department for Education and Skills, in partnership with experienced mentoring practitioners and schools (see www.nmn.org.uk).</p> <p>www.schoolcouncils.org Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools.</p> <p>www.dfes.gov.uk/ibis/ DfES Improving Behaviour in Schools site – with case studies, links and examples of behaviour improvement strategies</p> <p>www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/</p> <p>www.standards.dfes.gov.uk/innovation-unit/607713/learning_styles/?version=1</p>

6 Classroom behaviour unit: 6.2P

Reference to other resources (continued)

www.chalkface.com

Range of teacher resources to support improving behaviour and attendance

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

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

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Range of case studies, resources to support teachers and pupils

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Unit 17 – school linking

Staying focused on the lesson when others are not working

Introduction

Ofsted report that poor pupil behaviour can influence the behaviour and attainment of other pupils in the class:

Negative attitudes are often characterised by a failure to listen, low levels of concentration and anti-social behaviour; these lead to under-achievement by the pupils concerned and nuisance and disruption to others.

(HMCI Report 01/02, para 102)

For example, a pupil who is trying to get on with work may be frustrated by:

- constant interruptions;
- unproductive noise levels;
- a fractious atmosphere;
- teaching that is interrupted by the management of inappropriate behaviour of others.

Developing pupils' skills to manage their own learning

There will always be situations in class where staff and pupils have to continue teaching and learning when other pupils in the room are less keen to work. A number of approaches can be used to:

- develop pupil capacity to ignore distractions;
- support pupils with poor behaviour to minimise the impact of this on others.



Activity 1

Ask pupils to discuss in groups one of the scenarios from **Resource sheet 1**. Ask the groups to prepare two role-plays to be shown to the rest of the class which illustrate:

1. how not to behave;
2. how to behave in a positive way, which promotes learning for all.

The actors can be put into the 'hot-seat' and asked questions 'in role' by the rest of the class. This will allow them to talk about how they were feeling in each version. Also, the actors could be frozen ('cut') at any point during the role-play and asked 'How are you feeling right now?' This 'thought-tapping' technique can be very effective in helping pupils understand the impact of their behaviour on others.

As a result of this discussion, the group could produce a list of strategies that could be used to prevent the poor behaviour of others from impacting on their learning.

Pupils could identify one or two strategies they could try out for themselves next time they feel they are being prevented from learning.

Staying focused on learning

All pupils need to feel a part of the learning that is taking place in their lessons. They need to develop the skills and confidence to share any concerns they have about behaviour that is interfering with their learning with an appropriate member of staff. The focus of these conversations should be on the behaviour, not on the individual(s) concerned.



Activity 2

Pupils need support to develop the skills needed to challenge the behaviour of others which is preventing them from being effective learners.

- Introduce the idea of 'I' statements. Explain that describing our thoughts and feelings creates an atmosphere where those whose behaviour we need to challenge are more likely to listen.
- Ask pupils to share some examples of 'I' statements. Use the examples below to get started. 'When you talk all the time I feel worried about getting my work finished.' 'When you borrow my stuff without asking I feel angry.'

Explain that 'I' statements are most effective when they have explanations attached, for example, 'When you shout so much, I get a headache, please talk quietly.' Pupils could role-play alternative statements so that the class can better understand their impact. Emphasise the importance of an assertive, not aggressive tone.

Resource sheet 1 offers some examples of situations or particular behaviours which interrupt and distract pupils from their learning.

Ask pupils to select one or two of the scenarios from Resource sheet 1 and work in pairs to suggest responses, either from pupils or staff, that would be most effective in enabling both the individual and the class to refocus on learning as quickly as possible. Use the following prompts as a guide.

- Focus on the **behaviour** that is preventing you from learning, not the **person**.
- Use an 'I' message to explain how you feel. **Resource sheet 2** has some examples.
- Identify the behaviour for learning that needs to be developed.
- Identify strategies for staying focused on your own learning.

Extend this by reflecting on some of the behaviours identified as 'how not to behave' in activity 1. Then ask pupils to:

- outline how this behaviour makes them feel;
- share ideas they might have on how they could approach the pupil concerned.



Activity 3

This activity could be carried out by a pupil with the support of a mentor or teaching assistant, or as a paired activity in a PSHCE lesson. Ensure that solutions are positive and realistic and share them with the class if appropriate.

- Use **Resource sheets 3a** and **3b** to help pupils identify the behaviour for learning they need to develop. Follow this by exploring a range of possible solutions and identify the most appropriate for this particular pupil or context.
- To summarise, ensure the class or identified pupils are clear about strategies they could use to help them focus on their learning if others are not working.

Summary

By the end of this unit pupils will:

- have explored a range of strategies for staying focused on their learning when the behaviour of others is disturbing them.

Resource sheet 1

Scenarios

You are 10 minutes late to your maths lesson.	You have had an argument with another pupil at break. You are upset and don't want to go to your next lesson.
You don't feel like working – your mind is elsewhere.	You have not done your science homework. Science is your next lesson.
You were sent out of the last geography lesson. You didn't turn up to see the teacher. It's geography next lesson.	Someone in your class is throwing things at you.
You have completed all your work – it was easy. What will you do next?	You don't understand the task set.
You haven't had any breakfast and you feel very hungry.	Your friend is being picked on in the lesson.
You haven't brought your PE kit, again.	You've forgotten the parental reply slip for a school trip, which is happening today.
A stray dog has followed you into the classroom.	You are not wearing the correct school dress and your head of year wants to see you.
Someone is trying to involve you in an argument.	Someone is trying to involve you in bullying.

Resource sheet 2

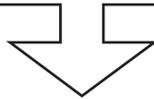
'I' statements

Sit down, you idiot	I need you to sit down so that I can get on with my work
Stop messing about	
You, give me my pen back, or I'll plant you	I want my pen back, so that I can get on with my work
Stop staring at me	
Just shut up!	
Put my bag down!	
Why do I have to sit next to him?	

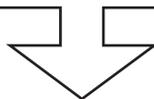
Resource sheet 3a

Solutions (example)

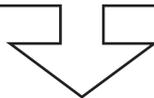
What behaviour is preventing you from learning?
People are talking to me



How does it affect your learning?
Can't concentrate, feel worried about getting the task completed



What would you like to change about their behaviour?
Stop talking, talk more quietly, talk to someone else

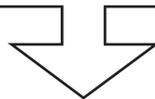


What could you do?	
Keep my head down and focus on my work – show them how to concentrate	
Try not to respond if they talk to me about something other than work	
Tell them how I feel – use an 'I' statement	
Ask for support from the teacher or teaching assistant	

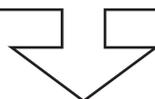
Resource sheet 3b

Solutions (blank)

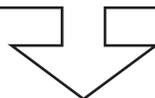
What behaviour is preventing you from learning?



How does it affect your learning?



What would you like to change about their behaviour?



What could you do?	

6 Classroom behaviour unit: 6.3P	
Title	Helping pupils to recognise their own behaviours for learning
Level	Ready for more
Audience	Pupils
Purpose	To explore behaviours that hinder progress and those that help progress by: <ul style="list-style-type: none"> ● promoting discussion between pupils about learning and behaviour for learning ● establishing a framework against which pupils can evaluate their own and others' behaviour for learning
Possible use	These activities can be used with pupils to promote dialogue and understanding about behaviour for learning, for example: <ul style="list-style-type: none"> ● during peer mentoring sessions ● during form time/PSHCE lessons ● during sessions with learning mentors ● when setting behaviour goals for pupils ● during lessons where a pupil has been identified as needing to develop aspects of their behaviour for learning
Impact can be measured by	<ul style="list-style-type: none"> ● observing identified pupils during lessons to evaluate whether they have met their agreed goals; ● surveying staff about whether identified pupils have met their goals.
Links to other action plan toolkit sections	Everyday policies Curriculum Attendance Consistently poor behaviour
Links to other material in this section	Pupils: Getting started 6.1P Enabling pupils to understand how they are expected to behave in lessons Pupils: Developing good practice 6.2P Staying focused on the lesson when others are not working Parents/carers: Ready for more 6.3PC Recognising how to support the behaviour children need to learn Staff: Ready for more 6.3S Using the skills and strengths of pupils to promote behaviour for learning in all lessons
Reference to other resources	Key Stage 3 <i>Behaviour and Attendance Core day 1</i> (DfES) Key Stage 3 <i>Behaviour and Attendance Core day 2</i> (DfES) Rogers, W. (1990) <i>You know the fair rule</i> . Pitman Publishing Mosley, J. (1999) <i>Quality circle time in the secondary school</i> . London: David Fulton <i>Peer mentoring – a resource pack for schools</i> This resource pack has been developed by the National Mentoring Network (NMN) and Department for Education and Skills, in partnership with experienced mentoring practitioners and schools (see www.nmn.org.uk) www.schoolcouncils.org Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools www.dfes.gov.uk/ibis/ DfES Improving Behaviour in Schools site – with case studies, links and examples of behaviour improvement strategies

6 Classroom behaviour unit: 6.3P

Reference to other resources (continued)

www.teachernet.gov.uk/professionaldevelopment/opportunities/nqt/behaviourmanagement/
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www.standards.dfes.gov.uk/innovation-unit/607713/learning_styles/?version=1

www.chalkface.com
Range of teacher resources to support improving behaviour and attendance.

www.standards.dfes.gov.uk/schemes2/citizenship
Unit 17 – school linking

Helping pupils to recognise their own behaviours for learning

Introduction

Pupils need to talk about and explore their behaviour and learning in a variety of contexts in order to reflect on ways they can improve.

These reflections may include:

- who they sit with in lessons and whether this helps or hinders learning;
- how they work with a partner or as a member of a group;
- the styles of learning (see appendix, case study) which help them access the curriculum most effectively.

Pupils also need to reflect on the ways they can help others to learn.

These reflections will help pupils focus on setting realistic and achievable goals. Celebrating success will support long-term improvements.

An identification and analysis of the different ways pupils learn can feed into, and support, target-setting systems across the school.



Activity 1

How do I learn best?

Look at **Resource sheet 1**.

Consider how you might adapt it to use with your pupils:

- as part of a PSHCE lesson;
- as a starting point for discussion with a learning mentor;
- in registration time;
- during time spent in the learning support unit;
- during the time spent in internal exclusion;
- during peer mentoring;
- when setting behaviour goals with pupils.

This activity can be explored in a variety of ways. For example:

- as a 'round' activity in circle time, with the unfinished sentences on cards;
- as a group exercise, with group leaders providing feedback to the class;
- as an introduction to a learning styles questionnaire;
- as a paired activity in PSHCE;
- as starting points for self-reflection with a form tutor, learning mentor or teaching assistant.

Ask pupils to identify any common themes, for example, the type of homework that is most effective, or seating arrangements. Discuss with the class any changes that could be made.

Ask pupils to suggest what they could do to learn more effectively.

It is important to acknowledge the variety of ways that pupils learn. Effective schools encourage pupils to consider how their varied learning styles can be accommodated fairly in a variety of classroom contexts.

An important outcome of this exercise would be the agreement of individual or whole-class goals with arrangements for the review of progress in place.

The role of the peer mentor

*Peer mentors are becoming increasingly common in secondary schools, particularly in supporting pupils with their learning, behaviour and attendance. There are a variety of ways a school can develop or implement peer support, but the underlying principle should be that **pupils support each other to improve their behaviour and learning.***

Some of the issues schools need to consider in developing such a programme are:

- *planning*
- *resources*
- *staffing and students*
- *information for participants*
- *location and timings of the programme*
- *reviewing progress*

Source: www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/

Planning a peer mentoring programme

There needs to be a clear set of aims and objectives at the outset of your programme. These should be closely linked to whole school priorities and if appropriate contribute to the school development plan and any other action plan. The following are some examples of these priorities:

- *Support primary–secondary transition*
- *Contribute to strategies related to antisocial behaviour*
- *Development of study skills/study support*
- *Addressing issues of attendance*
- *Addressing issues of behaviour*
- *Support improvements in literacy and numeracy*
- *Strategies related to the reduction of teenage pregnancies*
- *Development of key skills*
- *Overcoming barriers to learning*

Once the programme focus has been established, other considerations are:

- *Ensure the aims and objectives are communicated to all staff so they understand and recognise the benefits.*
- *Be clear about the outcomes to be achieved through peer mentoring. It is essential that the outcomes are measurable and that the programme has monitoring and evaluation procedures in place to help measure progress.*
- *Enlist the support of others within the school, including heads of year, form tutors, governors and parents. It is important that the headteacher and other high-profile members of staff are seen to be in full support of the programme.*

Other points worth noting are:

- You may wish to pilot the scheme with a small group initially and build up the programme gradually.
- It may not be appropriate for peer mentors to work with the most challenging group of mentees.
- Give careful consideration to gender, ability and ethnicity. Working with a range of mentors and mentees can assist in bringing credibility to the scheme and removing any perceived stigmas.
- Consider the length and time of the relationship and regularity of meetings.
- Regular and clear lines of communication should be established between all participants and the programme coordinator.

Setting up a peer mentoring programme can be time consuming, especially in the initial stages; however, effective planning will maximise the chances of the programme being a success and will be time well spent.

Source: www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/programmedevelopment/planning/

You will find examples of peer mentoring on the following website:

www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/

Consider the opportunities you might have in school to introduce such a scheme, or to evaluate an existing scheme. It might be useful to instigate a small research project to explore the value of such a scheme for staff, pupils and parents/carers.



Activity 2

This activity can be carried out by a learning mentor or teaching assistant with the agreement of identified pupils. **Resource sheet 2** provides a suggested format for observing a pupil in the classroom. **Resource sheet 3** provides an example of a completed observation.

Once completed, it can be used to inform a discussion with pupils on how effectively they feel they accessed the learning in the classroom, and where improvements could be made.

Having agreed one or two simple goals, based on these reflections, the exercise can be repeated as part of the process of review.

This exercise could be completed by peer mentors, as part of a closely supervised peer mentoring programme where peer mentors have received quality training in how to conduct such an observation and discussion.

To summarise, establish that pupils understand how to:

- identify the behaviours that facilitate the most effective learning;
- work with staff to set individual or class goals which are designed to improve specific behaviours for learning.

Summary

By the end of the unit:

- pupils will have explored how they learn best;
- pupils will have identified some of the behaviours that facilitate effective learning;
- staff and pupils will have considered peer mentoring;
- individual pupils will have experienced an observation, feedback and reflection process to help them identify behaviour for learning goals.

Resource sheet 1

Pupil self-evaluation sheet – How do I learn best?

I work best when I sit ... (where? with?)	The level of noise I can best work with is ...	One thing which puts me off my learning is ...
Staff can best help me learn by ...	I seem to understand and remember things best by ... (reading, listening, watching, doing ...)	Things about the classroom that help me learn are ... (notices, layout)
I like working ... (on my own, in pairs, in groups, in a circle, other)	The best sort of homework is ...	If I need help at school I usually ...
At home I usually work ...	I need support with ...	Other things that help me learn are ...
If I need help at home I usually ...	People who help me most are ...	My most effective behaviours for learning are ...

Resource sheet 3

Behaviour for learning – Observation checklist

Aspect	Observer's comments
Entering the classroom	Entered classroom sensibly, sat down straight away (according to seating plan), looked at board to read objectives.
Managing equipment	Put coat on back of chair, bag on desk, unpacked equipment. Discovered pen not working, left seat to borrow one from Tom.
Position in classroom	
Organisation of work	
Dealing with distractions	Waved at friends doing PE outside.
Following instructions	Followed instructions relating to group work tasks.
Following rules and routines	Forgot to hand in homework at the start of the lesson.
Responding to the teacher's signal for gaining attention/quiet	Continued to talk after teacher's signal for quiet.
Gaining teacher's attention	Raised hand on 6/10 occasions. Started calling out when not selected to answer a question.
Listening and responding appropriately to comments made by other pupils	
Clearing away	Cleared away on time.
Leaving the classroom	Took a long time to leave, talking to friends. Needed reminder to get to next lesson.

Targets agreed following the observation

- Pay attention to teacher's signal for quiet, then put pen down, stop talking, face teacher.
- Bring correct equipment to lessons: check bag the night before.
- Leave the lesson promptly to be on time for the next class.

Appendix

Case study

This case study comes from the Innovation Unit's website, 'Using a Range of Learning Styles' (www.standards.dfes.gov.uk/innovation-unit/communication/innovationinpractice/learningstyles/).

Learning styles

Some children learn more through doing rather than listening, others through looking at pictures. Broughton Hall High School in Liverpool have found out each pupil's preferred learning style and use these different ways of learning to help pupils achieve more in the classroom.

The idea!

The School's aim is to develop the unique talents of each individual. They have researched some of the best practice around the world, e.g. Barbara Prashnig from New Zealand who says that people of all ages can learn anything if they're allowed to do so through their own unique style.

Broughton Hall are looking at the uniqueness of the learning process for each individual. They want to develop the teaching strategy so that pupils are not taught all the time in one particular style – there is a variety of teaching styles that enable their needs to be met.

Using a range of learning styles

About 3 years ago the School started looking at individual approaches to preferred learning styles – at the idea of visual, auditory and kinaesthetic learning – and looking at the idea of multiple intelligences, based on the work of US Professor, Howard Gardner.

They translated some of the international research, making it understandable to pupils, and analysed, through a series of questionnaires, the preferred learning styles and multiple intelligences of all the pupils and staff across the school.

The School's view is that being able to talk about and articulate the way you think and learn is vital if children are going to carry learning skills from one subject to another and, in the future, from one part of their life to another.

Colour coded smart cards are issued to each pupil, which includes their own learning styles and unique combination of multiple intelligences. One side of the card states whether they are visual, auditory or kinaesthetic or a combination. The other side indicates their preferred multiple intelligence, whether they're word smart, picture smart (visual learners) or whether they're body smart (kinaesthetic learners).



Find out what the pupils think about the smart cards.

'We all have different intelligences that are unique to us. In school we are given a "smart" card, this tells the teacher if we are:

- A kinaesthetic learner – learn by doing
- An auditory learner – learn by hearing
- A visual learner – learn by seeing

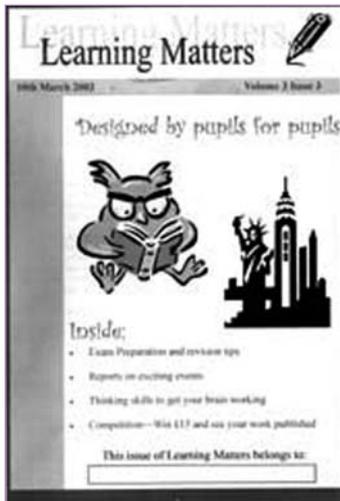
The smart card helps me because teachers know how I learn and can help me to learn by teaching me through my preferred learning style.'



'By looking at all the smarts, from music to picture, I have learnt that I learn better sitting on my own, running things through my head. By taking into account your smart and the best way you remember things, learning is not such a chore and can make a great improvement to your motivation, school work and exam results.'

The children are much more aware of their preferred way of learning but they are encouraged to develop other learning styles as well.

The pupils produce some of the newsletters for the whole School on thinking skills, so they are very much part of the whole development and totally involved in the different styles of learning.



The teachers when planning their lessons think about different approaches that will meet the preferred or the non-preferred styles of pupils.

Find out what the teachers think of this new style of teaching:

'I have been teaching a French set for three years which includes some pupils with SEN and have employed a variety of techniques, mostly kinaesthetic, to fit in with their preferred learning styles. We play a huge variety of simple games which reinforce their grasp of concepts and vocabulary. They are totally involved and still enjoy French and are keen to carry on learning. I keep writing tasks to an absolute minimum and use writing frames and prizes to encourage accuracy and a sense of achievement.' – Pauline Whelan

'Pupils seem to really enjoy the new methods we are using in class. Learning has been made fun and they have a real sense of self-worth. Pupils understand how they learn best and feel proud of their work.' – Margaret Grant

The different learning styles were explained to parents through information evenings and booklets.

Funding

The School use normal funding streams and their own staff development money with no external funding.

A learning research officer, a non-teacher with a background in education and an understanding of philosophy, has just been appointed at the School to take the work forward.

Collaboration

Broughton Hall is a lead school in the Network Learning Community, collaborating with 11 other schools.

They work with their partner primary school, at infant and junior school level, sharing the idea of the smart card and the multiple intelligences/learning styles' approach.

Impact

The School has had improvements in their own external results, increasing dramatically in some subjects such as science (in 2001, GCSEs from 54 to 79 grades of C and above).

More students are now staying on into the sixth form.

Issues

Gerard Murphy, the Headteacher, has some tips for others who are thinking of starting a similar project.

'Rather than telling people how to do things, it's something that's got to be led by providing opportunities and challenges, saying 'these are the ideas, here are the materials' and it builds up over a period of time.

It's no good if someone stands up and says "Right, next Monday you're all going to adopt this method", because you'll just get a different kind of uniformity.'

What Next?

The School considers the Learning Styles Project as one strategy that's part of looking at the whole learning process.

Learning for teachers, many of whom have been qualified for many years, in new ideas and new research is considered to be extremely important, with the opportunity to try new methods without the fear of failure.

Broughton Hall High School

The School

Broughton Hall is in the north-east of Liverpool with just under 1300 pupils, all girls, 11–18, a technology college, voluntary aided, drawing from a wide social mix from areas of multiple deprivation and higher social areas within the city (free school meals is about 23 per cent). Ethnic mix – predominantly white.

Classed by Ofsted as ‘a school where it’s cool to learn’, it’s a Beacon School and part of the Leading Edge Programme.



An innovative culture

The School try to put the learning process right at the focus of everything they do.

They are keen to free up teachers to adopt the best latest strategies, taking away barriers and the fear of failure.

Broughton Hall are fascinated by new developments relating to whole brain learning, the psychology and philosophy of learning.

Ninety-five per cent of the research into the brain and learning has been within the last 10 years and, as the vast majority of teachers qualified before then, there is a great need for learning for teachers. Therefore, the development of teachers is a paramount part of their programme.

6 Classroom behaviour unit: 6.4P	
Title	Involving pupils in negotiating classroom rules and protocols
Level	Getting started
Audience	Pupils
Purpose	Ofsted report that pupils are more likely to work with rules and protocols that they have helped to negotiate. This unit will support pupils by: <ul style="list-style-type: none"> ● raising the profile of the school's core values and principles ● examining how the core values underpin the classroom rules and protocols ● suggesting activities for staff to use to negotiate rights, responsibilities and rules with pupils
Possible use	These activities can be used with pupils to promote discussion and understanding about values and principles and about rights, responsibilities and rules: <ul style="list-style-type: none"> ● during peer mentoring sessions ● during form time/PHSCE lessons ● during sessions with learning mentors ● when setting behaviour targets for pupils ● with an identified pupil who needs to develop aspects of their behaviour for learning
Impact can be measured by	Surveying: <ul style="list-style-type: none"> ● pupils' understanding of classroom rules and protocols; ● evidence that identified pupils have met their targets.
Links to other action plan toolkit sections	Everyday policies Curriculum Attendance Consistently poor behaviour
Links to other material in this section	Staff: Getting started 6.4S Developing positive rules and protocols to support effective teaching and learning across the curriculum Parents/carers: Getting started 6.4PC Informing parents about rules and protocols in the classroom to support learning
Reference to other resources	Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES) Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES) Rogers, W. (1990) <i>You know the fair rule</i> . Pitman Publishing Mosley, J. (1999) <i>Quality circle time in the secondary school</i> . London: David Fulton <i>Peer Mentoring — A resource pack for schools</i> This resource pack has been developed by the National Mentoring Network (NMN) and Department for Education and Skills, in partnership with experienced mentoring practitioners and schools (see www.nmn.org.uk) www.schoolcouncils.org Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools www.dfes.gov.uk/ibis/ DfES Improving Behaviour in Schools site – with case studies, links and examples of behaviour improvement strategies

6 Classroom behaviour unit: 6.4P**Reference to other resources**
(continued)

www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/

www.standards.dfes.gov.uk/innovation-unit/607713/learning_styles/?version=1

www.chalkface.com

Range of teacher resources to support improving behaviour and attendance

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

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

www.youngminds.org.uk/

Range of resources to support working with pupils' mental health and wellbeing. Resources include working in schools and with BESTs

www.bbc.co.uk/schools/

Range of case studies, resources to support teachers and pupils

www.drama.firstandbest.co.uk/

A range of drama resources, including free samples on such techniques as 'hotseating'

www.standards.dfes.gov.uk/schemes2/citizenship

Unit 17 – school linking

Involving pupils in negotiating classroom rules and protocols

Introduction

Classroom rules reflect the core values and principles of the school. They protect pupils' right to learn effectively and to feel safe in the classroom. Rules that are shared and consistently applied create an atmosphere that is calm, purposeful and secure. Effective positive rules and protocols ensure a balance between rights and responsibilities, and promote a sense of community.

Where this is most effective staff and pupils are involved in the negotiation of rules and protocols so that all feel ownership of them and allegiance to them.



Activity 1

Pupils need to understand the core values of their own school.

- Use a whiteboard or flipchart to record the agreed core values and principles of your school in a way that is accessible to all your pupils. You might want to use **Resource sheets 1a** and **1b** to support you in developing this activity.
- Ask the pupils to discuss in pairs or small groups their understanding of these core values and principles and to illustrate their points with concrete examples. When sharing feedback look for any common themes.
- Ask pupils to consider how these values are reflected in the rights and responsibilities of both staff and pupils in school. You could use **Resource sheet 2** to support this task.



Activity 2

Resource sheets 3a and 3b provide a format for encouraging pupils to see the links between rights, responsibilities and rules. They are formatted so that the link between rules and rights is emphasised. Pupils can explore these themes as part of a whole-class discussion, for example, in form time, at the start of a new term, within PSHCE lessons, in subject lessons or when a new group starts to work together.

As pupils discuss their rights, they might suggest some of the following. The right:

- to learn;
- to be listened to;
- to be treated with respect;
- to socialise with friends;
- to be treated fairly;
- to be included in school activities;
- to get support when it is needed;
- to be safe or to feel safe;
- to have healthy food and access to water.

You will find useful material that supports work on rights and responsibilities in the citizenship curriculum (e.g. Unit 17, school linking – www.standards.dfes.gov.uk/scheme2/citizenship/cit17).

Developing a classroom behaviour plan with pupils

Behaviour planning in the classroom involves negotiating the rules and protocols (or routines) with pupils in order to support effective teaching and learning. Staff will be clear about their expectations of pupils' behaviour for learning in the classroom. However, it is essential that these expectations are shared and negotiated with pupils so that they feel fully involved in developing the positive rules and protocols that support learning.

It is helpful if pupils experience some consistency across the school. This can be supported by staff discussions, leading to agreement on the following issues:

- using a common language to discuss rights, responsibilities and rules;
- developing behaviour plans together with colleagues;
- establishing a whole-school approach to the introduction of rights, responsibilities, rules and behaviour planning;
- agreeing a monitoring and review process;
- coordinating the approach to behaviour planning, perhaps through the behaviour and attendance leader.

Resource sheet 4 provides a checklist to support consideration of the components of a behaviour plan. It could be used as the basis for discussions with representative pupil groups, for example, the school council, in PSHCE, form time or subject lessons.

Summary

By the end of this unit pupils will:

- have a better understanding of the core values of their school;
- be able to link their own rights and responsibilities to the core values of the school;
- understand the relationship between rights, responsibilities and rules.

Resource sheet 1a

Core values and principles

Core value	Principle	What does this look like in our school?	Possible additions
Valuing diversity	We are proud of who we are, whoever we are, whatever our race, creed, sex, sexuality or ability. Differences are respected and celebrated in all school life		
Equality	Everyone – staff, pupils and parents/carers – is accepted and their contributions valued		
Mutual respect	We respect ourselves and others. We know and understand our rights and responsibilities		
Learning as life-enhancing	Learning is fun and challenging. We understand and value the need for varied teaching and learning styles		
Emotional health and physical wellbeing	School is a place where everyone feels they belong and are safe, nurtured and successful		

Resource sheet 1b

Core values and principles

Core value	Principle	What does this look like in our school?
Valuing diversity		
Equality		
Mutual respect		
Learning as life-enhancing		
Emotional health and physical wellbeing		

Resource sheet 2

Rights, responsibilities and rules

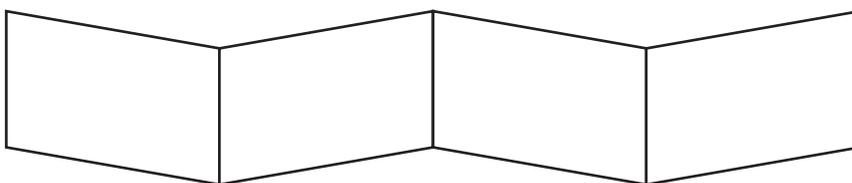
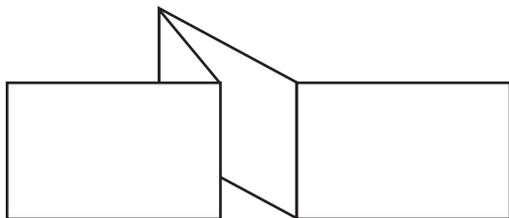
Pupil rights	Staff rights
To be listened to	
To be safe	

Pupil responsibilities	Staff responsibilities
To listen to others	
To keep others safe	

Resource sheet 3a

Rights, responsibilities and rules (example)

These tables can be cut out and folded so that columns 1 and 4 can be placed together.



My rights	My responsibilities	How staff can help	A good rule would be
To learn	To come to school on time with the correct equipment	Make the lesson interesting and start on time	Pupils must arrive on time to lessons with the correct equipment

Resource sheet 3b

Rights, responsibilities and rules (blank)

My rights	My responsibilities	How staff can help	A good rule would be

Resource sheet 4

Developing a classroom behaviour plan

You might find the following material helpful: Key Stage 3 *Behaviour and Attendance Core day 2* (Developing effective practice across the school – session 3: Creating a positive whole-school climate).

1. Invite pupils to discuss issues of behaviour with you.
2. Ask them in particular to identify behaviours which support learning and hinder learning.
3. Ask them to work with you to consider the following:

Rights and responsibilities

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

Rules

The purpose of rules is to:

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

Rules should be:

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

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

Routines or protocols:

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

Recognition of positive behaviour for learning:

- builds self-esteem and positive relationships;
- is specific, appropriate, measured and genuine;
- motivates pupils to develop and improve behaviour for learning.

Consequences:

- occur when pupils make inappropriate behaviour choices;
- ensure a calm atmosphere is maintained;
- are reasonable, fair and inevitable;
- support behaviour change;
- do not humiliate;
- make links to more specific pupil support which individual pupils may need;
- enable positive relationships to be maintained.

6 Classroom behaviour unit: 6.5P	
Title	Influencing the behaviour of peers
Level	Developing good practice
Audience	Pupils
Purpose	To support pupils' understanding of how they can influence the behaviour of peers. This unit will: <ul style="list-style-type: none"> ● promote discussion between pupils about behaviour for learning ● encourage pupils to evaluate their behaviour in relation to others ● enable pupils to consider how they can positively influence the behaviour of peers
Possible use	The activities in this unit can be used with pupils to develop their understanding of how they can influence the behaviour of peers: <ul style="list-style-type: none"> ● during peer mentoring sessions ● during form time/PHSCE lessons ● during session with learning mentors It will also develop their understanding of their individual action plan following a specific incident
Impact can be measured by	<ul style="list-style-type: none"> ● staff feedback on the improved ethos of identified classes; ● observations show pupils transferring behaviour for learning into a range of lessons.
Links to other action plan toolkit sections	Bullying Consistently poor behaviour Curriculum Attendance Everyday policies
Links to other material in this section	Pupils: Getting started 6.4P Involving pupils in negotiating classroom rules and protocols Parents/carers: Ready for more 6.5PC Communicating with parents/carers about their child's positive behaviour in lessons Staff: Getting started 6.5S Exploring classroom dynamics to promote classroom behaviour
Reference to other resources	Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES) Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES) Rogers, W. (1990) <i>You know the fair rule</i> . Pitman Publishing Mosley, J. (1999) <i>Quality circle time in the secondary school</i> . London: David Fulton <i>Peer Mentoring — A resource pack for schools</i> This resource pack has been developed by the National Mentoring Network (NMN) and Department for Education and Skills, in partnership with experienced mentoring practitioners and schools (see www.nmn.org.uk) www.schoolcouncils.org Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools

6 Classroom behaviour unit: 6.5P

Reference to other resources (continued)

www.dfes.gov.uk/ibis/

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

www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/

www.standards.dfes.gov.uk/innovation-unit/607713/learning_styles/?version=1

www.chalkface.com

Range of teacher resources to support improving behaviour and attendance

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A range of drama resources, including free samples on such techniques as 'hotseating'

www.standards.dfes.gov.uk/schemes2/citizenship

Unit 17 – school linking

Influencing the behaviour of peers

Introduction

The best lessons demonstrate the crucial importance of basic procedures in effectively managing classes where a significant minority of pupils who were initially unwilling to pay attention were then very easily distracted and ready to disrupt others' learning. ... The teachers often paid particular attention to the more reluctant, making it clear that their compliance was needed before the lesson could start. ... the approach showed the benefits of training pupils to co-operate with one another so as to use lesson time productively. During the lesson, whenever necessary but without breaking the flow, pupils were reminded of the need to listen attentively, to take turns in answering, and to be otherwise considerate.

Ofsted (*Improving attendance and behaviour in secondary schools*, February 2001)

Peer groups have a huge influence over the behaviour of individuals, and conversely, individuals can have a significant impact on other members of their group, either positively or negatively. It is entirely possible for certain pupils to 'play the fool' and disrupt teaching. These pupils can also be held in high regard by their peers.

All pupils need to understand their power over each other, and to use it wisely. The aim is to promote collective responsibility.

Exploring emotions and feelings



Activity 1

This activity can be completed with a whole class in, for example, PSHCE.

Some of the behaviours that influence how other pupils think, feel, react and behave include:

- bullying and intimidation;
- low-level distractions and noise;
- theft and damage to equipment;
- calling out or shouting;
- late arrivals.

Share this list with the pupils and ask for their thoughts, ask them to add or to amend the list.

Following this, as a groups or paired activity, ask pupils to describe and record the following (**Resource sheet 1** shows an example of how pupils might do this).

- One or two examples of any incidents they have witnessed or been involved in.
- The feelings they think those involved might have been experiencing.
- What they or others did or could have done to improve the situation.

This could also form the basis of a role-play activity. Pupils could use 'freeze-frame' techniques to stop the action and invite suggestions for next steps.

Use **Resource sheet 2** to support pupils who might find it difficult to identify or label emotions.

Conclude the activity by taking feedback on the solutions and positive suggestions pupils have made. Invite pupils to reflect on these responses in relation to their own behaviour for learning.



Activity 2

Resource sheets 3 to 6 show a variety of scenarios, and a format for recording outcomes. It is important that pupils consider a range of outcomes, including negative ones, before selecting the one they think will be most effective. For example, in **Resource sheet 3**, pupils might suggest:

- ignoring Adge;
- telling him to 'shut up';
- moving seats;
- telling Adge how he is making them feel.

Each of these responses will have different consequences and pupils should be encouraged to follow them through. Pupils will enjoy creating their own scenarios. Role-play combined with discussion is an effective way of exploring such issues. A photo story could be produced by using single-use or digital cameras.

The activity could be concluded by reaching class or group agreement on the most positive outcomes for all involved, in each scenario.

Summary

By the end of the unit pupils will have:

- a better understanding of feelings and the consequences of actions relating to the behaviour described in the scenarios;
- gained experience in identifying the most effective responses in a range of situations and be more able to reflect on these responses in relation to their own behaviour for learning.

Resource sheet 1

<p>Behaviour</p>  <p>I hate this class. I'm going to make sure no-one can work.</p>	<p>Possible feelings</p>  <p>I'm worried about my mum. I wish I were at home.</p> <p>Everyone else can do this. I feel really stupid.</p> <p>I'm so angry - why does she always pick on me?</p>
<p>Someone else's feelings</p>  <p>Annoyed He always does this in maths.</p> <p>Relieved I can stop working.</p> <p>Worried This work is really hard - I need to concentrate.</p>	<p>What could she do differently next time?</p> <ul style="list-style-type: none"> ● Tell a trusted adult how she feels. ● Ask a friend to help with the work. ● Ask for help with work from the teacher or teaching assistant.

Resource sheet 2

Feelings

Afraid	Confident	Glad	Relaxed
Accepted	Defeated	Happy	Rejected
Angry	Deflated	Hurt	Sad
Annoyed	Different	Important	Satisfied
Anxious	Disappointed	Indifferent	Secure
Appreciated	Discouraged	Insignificant	Shocked
Bad	Disgusted	Interested	Trusted
Bored	Distressed	Loved	Threatened
Brave	Embarrassed	Nervous	Uncomfortable
Capable	Encouraged	Powerless	Unhappy
Comfortable	Excited	Proud	Worried
Confused	Frustrated	Put down	Determined

Resource sheet 3

What could I do?

You are sitting next to Adge in History.

Adge is shouting out in class and making silly noises; he keeps talking to you.

This has happened in most of the lessons this week.

Five things I could do	What might happen next?	How would I feel?
Ignore Adge	He may stop talking to me	Relieved I can get on with my work and I haven't upset Adge or others
Tell Adge to 'shut up'	Adge says 'no' and starts to argue	Angry – afraid I want to work Adge might hurt me
Move seats	Teacher tells me off for moving	Unfair – annoyed – unjust I'm the one who wants to listen
Laugh at Adge's silly noises and tell him to make more	Teacher gets annoyed and gives us a detention	Cross – ashamed I now have a detention – I'll get Peter later
Tell Adge I want to listen and learn and his behaviour makes me cross	Adge stops talking	Happy I can listen and concentrate on the lesson

Which of the five things you could do will leave you with the best feeling?

Which would you choose?

Resource sheet 4

What could I do?

A fight starts on the school field. One of your friends is getting hurt.

Five things I could do	What might happen next?	How would I feel?

Which of the five things you could do will leave you with the best feeling?

Which would you choose?

Resource sheet 5

What could I do?

Someone in your class is bullying you: poking you as they go past your seat and writing on your work when the teacher is not looking.

Five things I could do	What might happen next?	How would I feel?

Which of the five things you could do will leave you with the best feeling?

Which would you choose?

Resource sheet 6

Additional scenarios

<p>Two Year 10 pupils are demanding money from a Year 7 pupil in the playground.</p>	<p>You see a pupil in your class taking something from the teacher's desk and hiding it in their bag.</p>
<p>A pupil in your science lesson is arguing with the teacher. The pupil shouts and swears.</p>	<p>Two Year 10 boys push to the front of the dinner queue, knocking over a Year 8 girl right in front of you.</p>
<p>A number of pupils make fun of you and have been calling you names.</p>	

6 Classroom behaviour unit: 6.6P	
Title	Recognising pupils' efforts to follow classroom rules and protocols
Level	Ready for more
Audience	Pupils
Purpose	<ul style="list-style-type: none"> ● To enable pupils to consider the acknowledgment they value most to support their learning ● To enable pupils to identify how achievement and positive behaviour is recognised and acknowledged ● To support staff to change practice in the light of pupils' perceptions
Possible use	<p>This unit can be used:</p> <ul style="list-style-type: none"> ● with pupils during registration time ● with pupils during subject lessons ● for subject leaders to use with their teams ● for individual pupils to help them consider how they can support their peers
Impact can be measured by	<ul style="list-style-type: none"> ● increased use of positive language and communication between staff and pupils, evidence through observations; ● decrease in referrals out of lessons to on-call support; ● surveying pupils to ensure increased understanding about links between rules, routines and learning; ● increased use of formal reward systems (e.g. merits, letters home to parents, etc.).
Links to other action plan toolkit sections	<p>Everyday policies Curriculum Attendance Consistently poor behaviour</p>
Links to other material in this section	<p>Staff: Ready for more 6.6S Evaluating the impact of rules and protocols on classroom behaviour</p>
Reference to other resources	<p>Key Stage 3 <i>Behaviour and Attendance Core day 1</i> training materials (DfES) Key Stage 3 <i>Behaviour and Attendance Core day 2</i> training materials (DfES)</p> <p>Rogers, W. (1990) <i>You know the fair rule</i>. Pitman Publishing</p> <p>Mosley, J. (1999) <i>Quality circle time in the secondary school</i>. London: David Fulton</p> <p><i>Peer Mentoring — A resource pack for schools</i> This resource pack has been developed by the National Mentoring Network (NMN) and Department for Education and Skills, in partnership with experienced mentoring practitioners and schools (see www.nmn.org.uk)</p> <p>www.schoolcouncils.org Providing information and resources to help schools to develop into caring communities, working with teachers and pupils in primary, secondary and special schools</p> <p>www.dfes.gov.uk/ibis/ DfES Improving Behaviour in Schools site – with case studies, links and examples of behaviour improvement strategies</p> <p>www.teachernet.gov.uk/teachingandlearning/socialandpastoral/peermentoring/</p> <p>www.standards.dfes.gov.uk/innovation-unit/607713/learning_styles/?version=1</p>

6 Classroom behaviour unit: 6.6P

Reference to other resources (continued)

www.chalkface.com

Range of teacher resources to support improving behaviour and attendance

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

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

www.youngminds.org.uk/

Range of resources to support working with pupils' mental health and wellbeing. Resources include working in schools and with BESTs

www.bbc.co.uk/schools/

Range of case studies, resources to support teachers and pupils

www.drama.firstandbest.co.uk/

A range of drama resources, including free samples on such techniques as 'hotseating'

www.standards.dfes.gov.uk/schemes2/citizenship

Unit 17 – school linking

Recognising pupils' efforts to follow classroom rules and protocols

Introduction

Improving schools have clearly demonstrated:

- the links between attendance, behaviour, personal development and attainment;
- focused planning in the above areas;
- the consistent use of rewards as an important part of promoting a positive ethos;
- that effective classroom management is integral to active engagement in the learning process.

In 1999 Key Stage 3 pupils in eight secondary schools in Oxfordshire took part in a survey in which they were asked to answer a series of questions relating to good learning practices. When asked, 'If I have done a particularly good piece of work or have behaved particularly well, I like it best if ...', 78% of pupils responded: 'I just want to be told that I have done or am doing well.'

You might decide to ask this or a similar question of a sample of pupils in school. You could involve the school council in researching this issue.

Telling pupils when they succeed in work, behaviour or attendance is the easiest, quickest and arguably the most effective way to raise pupils' self-esteem.

Pupils who feel their efforts are both recognised and valued are more likely to continue in their efforts to attend and behave well. This will contribute significantly to creating and maintaining a positive climate for learning.



Activity 1

The impact of praise on behaviour for learning

Ask pupils to discuss, identify or demonstrate different types of praise they have received in school, for example:

- a quiet word during a lesson;
- a smile;
- a thumbs up or a pat on the shoulder;
- a quiet word after the lesson;
- a positive comment in front of someone else (e.g. parent/carer, another member of staff);
- a letter or note home;
- a merit in the workbook or planner;
- a positive comment on work or in their planner;
- a mention to the whole class;
- showing work to the whole class;
- a specific reward.

Ask pupils to consider, for each one:

- how this type of praise might make people feel (including themselves);
- how much this type of praise matters to them;
- what effect it might have on their learning;
- what effect it might have on their behaviour and attendance;
- what impact it might have on relationships with the adults in school;
- what impact it might have on relationships with the people in their family;
- if it matters *who* is praising them.

Working in small groups, pupils could take one or two of the following questions and canvass the opinions of others in the class. They could then prepare a short presentation of their findings to the class, the school council or a group of adults, e.g. heads of year, senior leadership team or governors.

They could be invited to provide feedback to staff on how praise is used in lessons, and how it impacts on behaviour for learning.

- Who do they feel regularly receives praise in the classroom? (Boys or girls? Smart pupils? Pupils at the front? Pupils who try hard? Pupils who behave badly?)
- Which behaviours are most often rewarded in the classroom? (Completing tasks? Working quietly? Correct answers to questions? Team work?)

Pupils could be encouraged to tease out any links between:

- the behaviour that receives most praise and the people who receive praise (do those who generally behave well and are good attenders receive more praise?);
- the behaviour that is praised and classroom rules and protocols.

To help pupils feel that they have an active role in developing behaviour and attendance policy, it is useful to summarise their discussions. Feed the summaries back to the behaviour and attendance leader in school as a contribution to policy review.

Ask pupils how they can support each other to develop effective behaviour for learning. Raise the issue of how pupils respond both to each other and to staff when praise and rewards are used in the classroom. Use a solution-focused approach to the discussion.

(Refer to Key Stage 3 *Behaviour and Attendance Core day 2* session 1 for more information on solution-focused approaches.)

Recognising achievement and effort is the way we show that everyone is valued. Pupils need to be encouraged to feel proud of their achievements.



Activity 2

Identifying effective and meaningful rewards

Use **Resource sheet 1** to explore the range of praise and rewards that pupils value most in your lessons.

Before undertaking this activity with pupils you will need to consider whether you would be prepared to change your practice as a result of the outcomes of this activity. Explain to pupils how they will receive feedback from the questionnaire and what impact it will have in the classroom.



Activity 3

Behaviour for learning

Use the 'jigsaw' format (see example on **Resource sheet 2**) to prompt pupils to consider the impact of specific behaviours for learning. Two have been completed for you as examples.

The purpose of this exercise is to provide pupils with opportunities to link the positive behaviour of individuals with successful learning outcomes for the whole class.

Begin with a discussion that starts to draw out these links. Then jigsaw pieces can be distributed and pupils asked to work in pairs to complete the matching exercise.

Ask pupils to feedback their matched pairs, explaining the reasons for their choices. This activity links with a parallel activity in the staff unit 6.6S *Evaluating the impact of rules and protocols on classroom behaviour*. You could use the two activities together to compare perceptions. This may prompt you to reconsider some classroom rules and protocols and/or your use of praise and reward.

Suggestions for jigsaw pieces include:

Behaviour	Outcome
Ignoring someone who is distracting me	They get on with their work
Sharing my work with someone who works more slowly	The person catches up with the class
Writing someone's homework in his/her planner	The person can complete his/her homework successfully
Helping someone tell the teacher he/she is stuck	The person understands the task set and doesn't feel stupid
Lending someone my equipment	The teacher doesn't have to lend equipment or tell the person off for not being prepared. The person can do their work
Explaining the task to someone	The person doesn't need to ask the teacher or the teaching assistant
Telling someone that you don't like their behaviour	The person behaves better for a while
Staying calm	Other people don't get into arguments with you
Getting on with work	Other people are encouraged to get on with their work
Asking the teacher for clarification	The rest of the class are clearer about the task set
Suggesting another person gets a reward	The person feels valued and proud
Being proud of my achievements	Other people feel encouraged to succeed and feel proud about themselves



Activity 4

Understanding how classroom routines promote and support behaviour for learning

This is an activity for pupils working in pairs or small groups. It helps them to explore how following classroom routines (or protocols) can support the development or improvement of behaviour for learning.

Give out **Resource sheet 3**.

- 1 Describe the routine for this particular lesson for each of the 10 sections in column 1. (If pupils find this difficult then the class routines may not be clear to them and may need to be re-taught.)
- 2 Complete the boxes across the grid with a particular emphasis on their own role in supporting this routine.

The activities in this unit are designed to help pupils consider the positive impact their behaviours can have on learning outcomes, classroom climate and whole-school ethos.

Summary

By the end of this unit:

- pupils will have reflected on their own views about praise and reward systems;
- pupils will have a better understanding of the links between their own behaviours and the learning of themselves and others;
- staff will have revised their use of praise and rewards in view of pupils' responses.

Resource sheet 1

Questionnaire – The best rewards

1. Think of three examples of rewards that you have received **outside of school**. The reward could be simple, like someone saying you have done well or feeling good about yourself.

What I did
The reward I received
How I felt

What I did
The reward I received
How I felt

What I did
The reward I received
How I felt

2. Think of three examples of rewards that you have received **in school**. The reward could be simple, like staff saying you have done well, or getting reward points.

What I did
The reward I received
How I felt

Resource sheet 1 page 2 of 3

What I did

The reward I received

How I felt

What I did

The reward I received

How I felt

3. Think of three examples of rewards that you have received **in the classroom**. The reward could be simple, like staff saying you have done well, or getting reward points for the class.

What I did

The reward I received

How I felt

What I did

The reward I received

How I felt

What I did
The reward I received
How I felt

4. What rewards motivate you the most? Why?

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5. Are there any rewards that don't matter to you? Why?

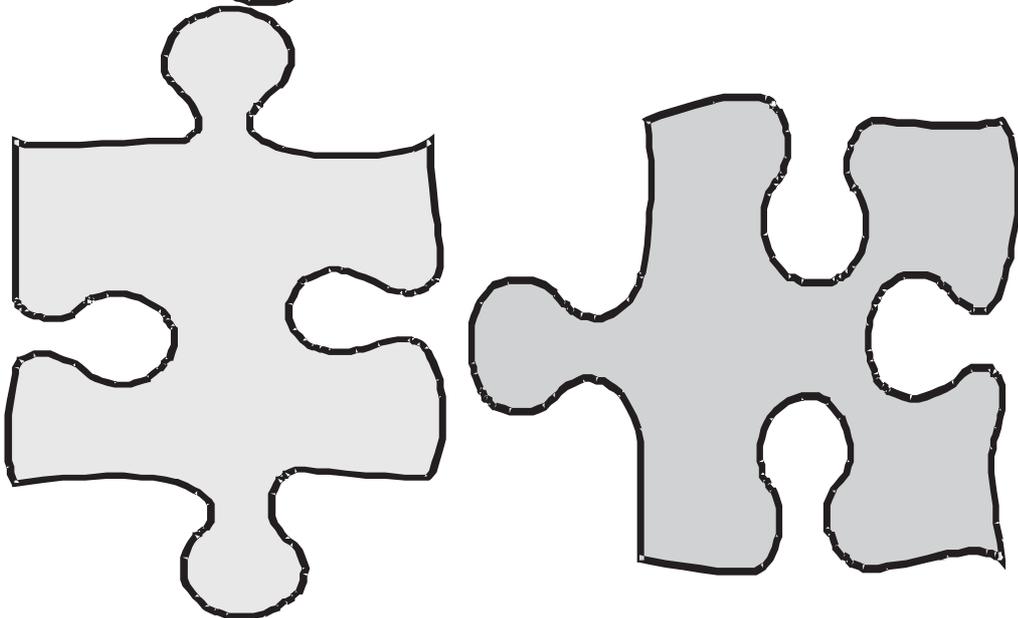
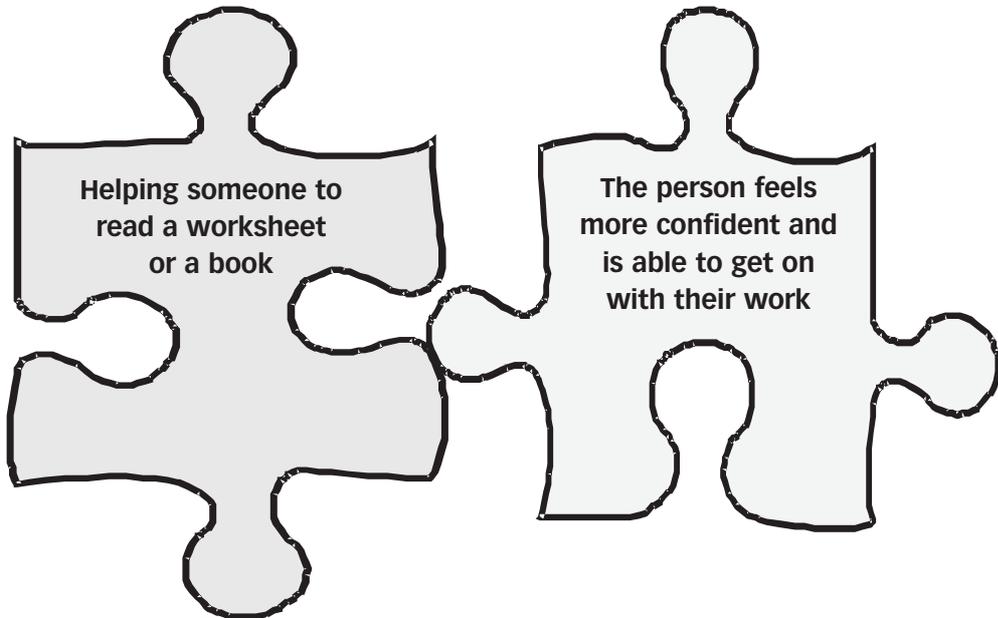
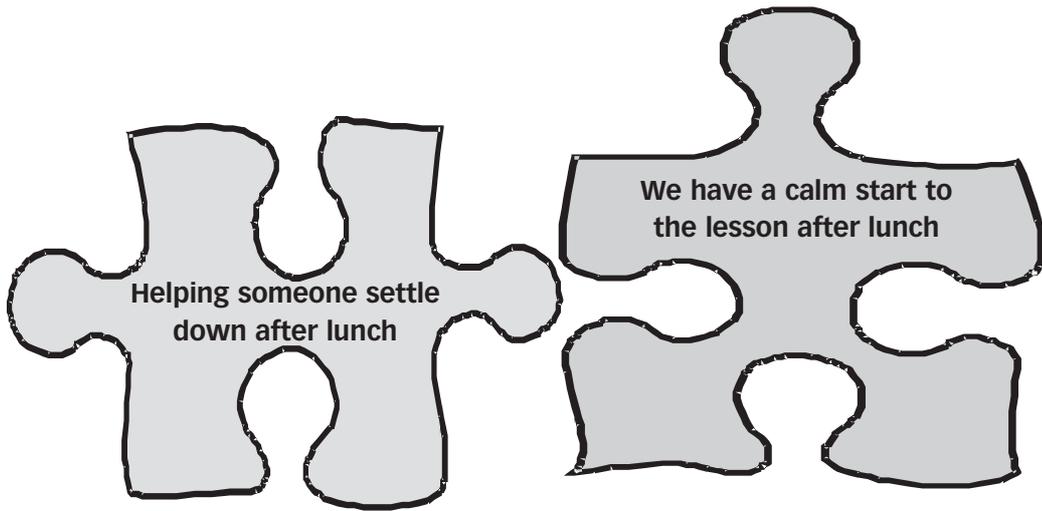
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6. What rewards could we introduce to encourage you and other pupils to work hard, behave well and stick to the school rules? Try to make your ideas as realistic as possible!

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Thank you for taking the time to complete this questionnaire. We will tell you the results.

Resource sheet 2



Resource sheet 3

Listed in the table are some elements of class routines. Fill in the boxes with examples from lessons where you learn and behave well. The first one has been done as an example.

Routine	What happens in this lesson?	How does this help us learn?	How is this acknowledged and/or rewarded by staff?	Always	Often	Sometimes	What else could we do to help?
Entering the classroom	We line up quietly outside the door and go in when told to do so. We start work on the task that is on the board.	Starts the lesson off calmly and prepares us for what to do next.	We are thanked for waiting quietly and patiently.		X		Remember to wait quietly and not join in if others are noisy.
Taking the register							
Homework collection							

Resource sheet 3 page 2 of 3

Routine	What happens in this lesson?	How does this help us learn?	How is this acknowledged and/or rewarded by staff?	Always	Often	Sometimes	What else could we do to help?
Arriving late							
Gaining attention of pupils							
Transition between activities							
Equipment							

Routine	What happens in this lesson?	How does this help us learn?	How is this acknowledged and/or rewarded by staff?	Always	Often	Some-times	What else could we do to help?
Requests to leave class							
Packing away at the end of the lesson							
Leaving the classroom							

