



Better behaviour benefits
everyone

Creating a culture where all
pupils matter- and achieve
Presentation for
Southampton Inclusion
Partnership

Creating a Culture

- Report, DfE **2017**
- Structured interviews
- School visits
- Literature review
- Academic interview
- Round tables
- Independently commissioned research

Creating a Culture: How school leaders can optimise behaviour



MARCH 2017

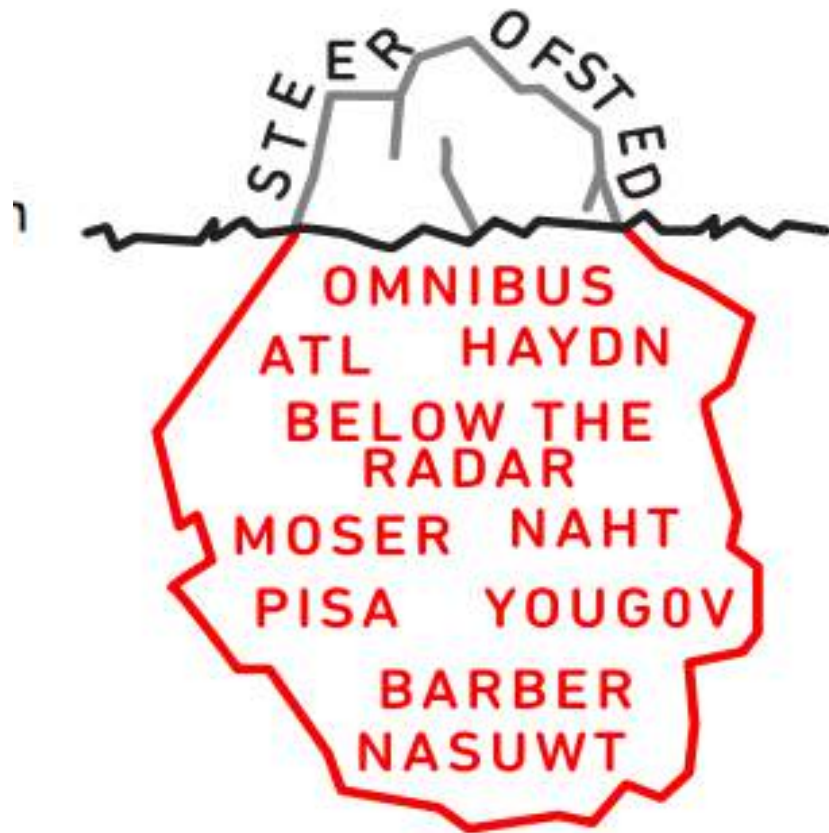
Tom Bennett
Independent review of behaviour in schools

‘Good behaviour management is the same in special schools as it is in mainstream- high expectations, routines, consequences, and showing the kids you give a damn.’

John d’Abbro, head of New Rush Hall, a special school in Ilford, Essex



Is there a
problem?



Some things apply everywhere

One key finding: fundamentals of a well-run school

A) Apply as much to alternative provision as mainstream schools/ students

B) Benefit all students eg structure, routine

Common Features



Main Strategy Point: Build the Culture



Leadership strategy 1: Build real routines

- You want some behaviour to be the same every time
- How they come in/ leave
- How they transition
- Assemblies, drills, registration, inspections....
- IDENTIFY consciously
- TRANSMIT clearly to pupils
- PRACTISE until they get it right



Why routines?

1. Saves a huge amount of time repeating yourself
2. Reduces rule breaking
3. Helps to build good habits, not just reduce bad ones
4. Frees up thinking space to focus on learning

- ‘Memory is the residue of thought’
- ‘We learn what we think about’

- Coe and Willingham



Imbed social norms through repetition in the classroom and beyond

- Make sure they are reminded of the school culture constantly, obviously
- Remind them of expectations
- Remind them of consequences
- **AVOID** vagueness; use concrete examples





Structure benefits ALL pupils

Disproportionately benefits the most vulnerable:

- Looked after
- Care of state
- Students with learning difficulties, autism etc
- Least able

The School Culture as Ark

School can provide structure that may be absent in other aspects of their lives

It may be the safest, most stable place they know

Well-structured schools result in minimised bullying

Spot signs of distress or need more easily

Calm environments minimise stress, triggers for poor behaviour or trauma

Lessons from special provision

- Charlie Taylor emphasised proactivity in planning for good behaviour:
- ‘Too often school leaders and teachers don’t think about behaviour when it’s good. They only think about it when it’s bad, which is counter-intuitive. When they have not thought about it and planned effectively they are disabled by the behaviour of just a few students. Planning for each individual child is vital especially when setting behaviour goals. Teachers just react to the child’s misbehaviour rather than having planned strategies in place.’

Special provision for special circumstances

1. High expectations indicate regard for dignity and faith in potential

2. Many pupils with SEN suffer disadvantages that make meeting norms difficult

3. Reasonable accommodation must be made

4. At the same time, ways to improve must be scaffolded, demonstrated, monitored

5. Exceptions must be exceptional

What are we telling them?

All schools need to have a behaviour feedback system- a consequence system

Feedback can be neutral, sanctions, rewards, supportive

Establish what feedback is required: eg a 'telling off'? Or some form of nurture/ support?

Sometimes feedback has several purposes

True Inclusion

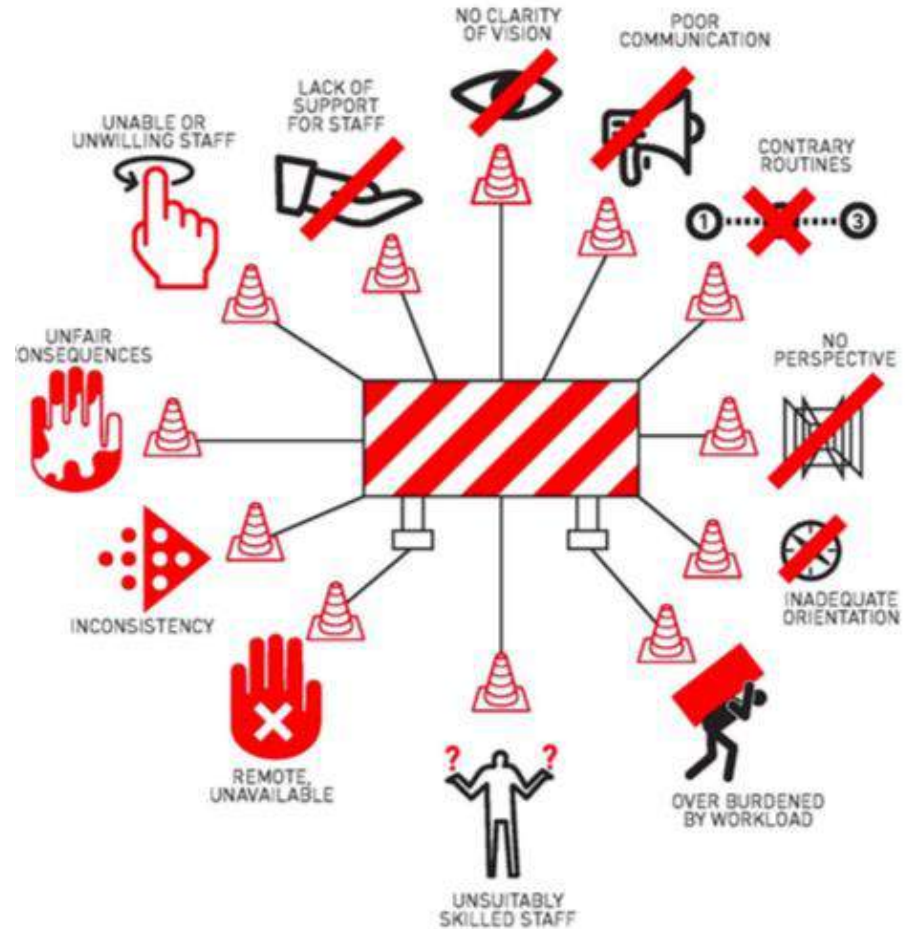


- Inclusion does NOT mean 'in the classroom at all costs'
- Many needs are best met (temporarily or not) outside of the mainstream classroom
- Always aiming towards inclusion and integration
- Nurture groups, literacy coaching, counselling, transition programs etc

Supportive removal

- When pupils are removed from mainstream classes, reintegration MUST involve a transition conversation/ activity
- Periods out of the classroom must be characterized by activities that are purposeful and designed to facilitate reintegration
- No 'holding pens'

Obstacles to success



Suggested tactics

- Centralise detentions
- Proactive home contact
- Focus on the big tickets first
- Bookend registration
- Dedicated admin staff for data
- Ensure workload doesn't obstruct pastoral roles esp. leads in behaviour
- In school surveys
- Removal rooms
- Visible leadership, taking a lead
- Staff support AND staff accountability
- Training and CPD
- Cultural milestones everywhere
- Bootcamp
- Determination!



Change Strategy 1

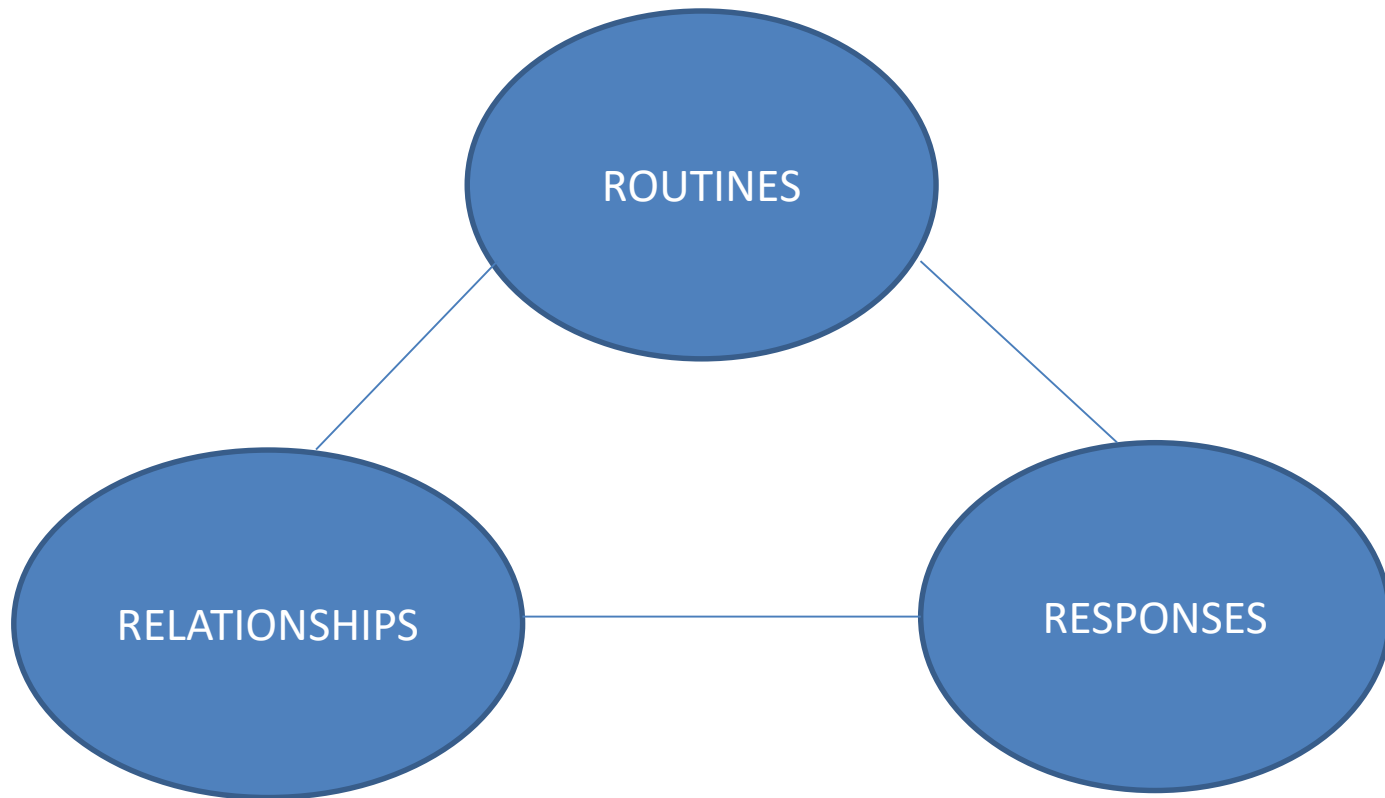
1. Staff Training- the 3 Rs

- Routines
- Responses
- Relationships

- Focus on: new staff, vulnerable staff, new staff BUT make it a whole school training program to maintain dignity
- DON'T single out a special group obviously
- Refreshers for everyone



Leadership Strategy 3: Staff CPD/ ITT: The Triangle of Classroom Management:



Change Strategy 2

2. Staff CPD program

- Design a regular meeting for staff on the program
- Use coaching models
- LOW stakes observations
- Filmed observations
- Feedback then practice

- Milestone interviews



Change Strategy 3

Take the temperature of the school

- Whole school survey based on behaviour
- Anonymous
- All staff, all students
- Actively seek the problems



Change Strategy 4

Data maps

- Use your whole school data to create a 4-D map of when and where problems occur
- Assign resources to meet the need
- Keep monitoring



Change Strategy 5

Revisit the school behaviour policy

- Does it meet the needs of the school?
- Is it just a document or is it lived?
- Does everyone know what it is?
- Does everyone do it?
- Survey/ observations



Change Strategy 6

The soft or hard reboot

- Soft reboot- relaunch of all behaviour policies throughout the term, as you go, incrementally
- Hard reboot- new beginning after significant term milestone, BUT with enormous preparation and training.



Change Strategy 7

Recalibrate

- Peer observation program LOW STAKES
- Visit other schools with similar demographics



Change Strategy 8

Is your special provision special enough?

- What happens to pupils removed from the classroom?
- Are the premises suitable?
- Are they in prison or hospital?
- Visit great Alternative Provision to get ideas



Commonly Observed Obstacles

1. Cultures resist change
2. Habits are powerful cues for behaviour, but change slowly
3. Arguments for change must be emotional as well as rational
4. Persuasion AND Prescription
5. Reward allies, work on undecideds, listen to Cassandras- up to a point
6. Appropriate allocation of resources: time, people, budget
7. Strategies take time to bed in
8. Routines take time to become habits

Teaching Strategy 1: Use 2 ladders of consequence

Visible and formal

- Warning.....second warning....name on board.....move seat.....lose golden time.....call home.....parked.....sent to HT etc


Invisible and tacit

- Redirect class, no names.....praise the compliant by name.....redirect with a no name reprimand.....redirect with no names but more warning.....name non compliant.....
- Other tactics: move closer; 'the stare'; pause speaking.....
- USE of the latter minimises the need for the former



Teacher Strategy 2: Use the least invasive intervention

Students with special needs respond better to stepped approaches that don't rely on high pressure, high stakes behaviour feedback

A photograph of children in a gymnasium. In the foreground, a young boy with blonde hair, wearing a light green t-shirt and grey pants with a red stripe, is in a crouching position on a wooden floor, looking towards the camera. Behind him, another child in a blue shirt is also crouching. In the background, a girl is sitting on a wooden bench. The scene is brightly lit, suggesting an indoor sports facility.

Strategy 3:
Follow up visibly

Teaching Strategy 5: Specific, concrete, sequential directions

- Don't be vague
- Put yourself in their shoes
- Always assume someone might not get it
- Be specific
- Be concrete



Teaching Strategy 6: Celebrate your stars



- Routinely mention people who are following the expectations
- Make sure they are celebrated as the norm

Teaching Strategy 7: Rehearse your reactions

Good teacher training provides opportunities to have 'safe runs' through your reactions

- What will I do if X happens?
- Think about it
- Talk about it
- Practice it



Further reading- practice

- Michael Marland- The Craft of the Classroom (OOP)
- Doug Lemov- *Teach Like a Champion 2.0 (2015)*
- Classroom Management- *Robert Marzano (2003)*
- Behaviour Guru- *Sadly, me (2010)*

Further reading- research

- WHOLE SCHOOL FOCUS
- Luiselli et al (2005) Whole-school positive behaviour support: effects on student discipline problems and academic performance. *Educational Psychology: An International Journal of Experimental Educational Psychology*, 25, 2-3, 183-198
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- Day, C. et al (2009) *The Impact of School Leadership on Pupil Outcomes* (DCSF-RR108) Nottingham: DCSF
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- AGREED ROUTINES
- Emmer, E. & Stough, L. (2008) Classroom Management: A Critical Part of Educational Psychology, With Implications for Teacher Education. *Educational Psychologist*, 36 (2), 103-112
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- CONSISTENCY
- Freiberg, H. J., Stein, T., Huang, S. (1995). The effects of classroom management intervention on student achievement in inner-city elementary schools. *Educational Research and Evaluation*, 1(1), 33-66.
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- PHYSICAL ORGANISATION & SEATING
- Wannarka, R. & Ruhl, K. (2008) Seating arrangements that promote positive academic and behavioural outcomes: a review of empirical research. *Support for Learning* 23 (2), 89-93
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- LINKING BEHAVIOUR TO CURRICULUM
- Gutman, L. & Vorhaus, J. (2012) *The Impact of Behaviour and Well-being on Educational Outcomes* (DFE-RR253) Institute of Child Wellbeing, Institute of Education: London
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- SHARING IDEAS/CPD
- Pedder, D., Storey, A. and Opfer, V. (2008) *Schools and continuing professional development (CPD) – State of the Nation research project*, a report commissioned by the Training and Development Agency for Schools, Cambridge University and the Open University
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- KNOW WHAT PUPILS REALLY WANT
- Ko, J. & Sammons, P. (2013) *Effective teaching: a review of research and evidence*. CfBT: Reading
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- MODELLING REQUIRED BEHAVIOUR
- Simonsen, B., Fairbanks, S., Briesch, A., Myers, D., & Sugai, G. (2008). Evidence- based practices in classroom management: Considerations for research to practice. *Education & Treatment of Children*, 31, 351-380.
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