

## POSITIVE BEHAVIOUR, POSITIVE RELATIONSHIPS

‘Respectful and constructive relationships are the starting point for successful learning.

Schools and other education settings can foster respect, responsibility and tolerance by living out their values, practising them within their own communities.’ *SCOTTISH EXECUTIVE*

The environment for learning; the choice of teaching and learning approaches and the ways in which learning is organised are essential components in the creation of positive behaviour and meaningful relationships.

It is important that staff, pupils and parents have a clear understanding and agreement of what is considered to be acceptable behaviour at Queen Victoria School.

- Expectations should be made clear and reinforced regularly
- Consequences of particular behaviours should be clear
- Rewards/praise for positive behaviour must be applied consistently
- Sanctions for poor behaviour should be clear and, above all, consistent.

Their ‘certainty is more important than their severity’ **BILL ROGERS**

### STAGED APPROACH

A staged approach aims to meet the needs of pupils at a **WHOLE SCHOOL LEVEL**, by focusing on clear expectations and responsible behaviours.

#### **Stage 1 – UNIVERSAL**

##### Promoting a Positive Environment (Appendix A)

- Classroom
- House

The initial focus should be on the **ENVIRONMENT** and the emphasis on creating positive conditions for learning to take place

- within the classroom
- within the House

General concerns can be addressed by strategies similar to those detailed in Teaching Responsible Behaviour (Appendix B)

Individual concerns are not being addressed by Universal Support and so the Pupil will move to Stage 2.

## **Stage 2 – FOCUSED SUPPORT**

Pupil identified as having needs not addressed by UNIVERSAL SUPPORT

- Referral to PT for Departmental action/intervention – In class
- Referral to HoM for action/intervention – In House, specific House sanctions

Discussion on the strategies to be adopted MAY have taken place informally with HoM and Parent/Carer but should be formalised at FOCUSED STAGE.

- Discussion on behaviours/areas for improvement
- Isolation within class
- Departmental Detention
- Pupil Removal from class for a period of time

→ Move to more FOCUSED Interventions

At FOCUSED STAGE pupil will be placed on S LEVEL of GIRFEC process.

- Supported Study
- Prep Club
- Mentor
- Organisational help, ie Checklist
- Peer Support
- House Card/monitoring
- Tutor Card/monitoring
- Intervention by Classroom Assistant, eg ELSA : Informal
- Monitoring /evaluation of interventions and their impact should take place

Concerns are not being addressed by Focused Support, Pupil will move to Stage 3.

## **STAGE 3 – TARGETED SUPPORT**

The above strategies may still be used but at STAGE 3 pupil will FORMALLY be placed on the GIRFEC Register – ADDITIONAL LEVEL to allow more concentrated support and monitoring.

- A GIRFEC PLAN will be drawn up which may encompass a
  - o Behaviour Plan
  - o Care Plan
  - o IEP

and which will detail strategies being used to support the pupil

This will involve regular review and monitoring and possible movement from LEVEL A to F or E LEVELS if External intervention is required.

- Counselling
- Educational Psychologist
- Boxercise
- Referral to SLT
- SLT card/monitoring

- Use of Health and Wellbeing Centre for Time Out
- ELSA approach – Formal
- Central Detention
- Specific In House strategies

Again the ROLE of Restorative discussion/experience and an agreement of which interventions should be applied at which stage is necessary.

For instance – too early intervention at Senior level before earlier interventions have been exhausted is unhelpful and can create the impression that we have ‘run out’ of sanctions.

Ultimately sanctions of

- Technical Suspension
- Suspension

accompanied by reflective period at home.

Finally, exclusion if it is felt QVS is not the right environment for an individual.

## STAGE 1 - UNIVERSAL

<b>Promoting a Positive Environment</b>			
	<b>- CLASSROOM ORGANISATION</b>		<b>- CLASSROOM RULES &amp; ROUTINES</b>
1	Equipment is easily accessible	32	Are few in number and clearly phrased
2	Furniture arranged to best effect	33	Are negotiated with, and understood, by pupils
3	Appropriate ambient temperature	34	Are regularly referred to and reinforced
4	Sufficient ventilation	35	Are positively framed
5	Lighting sufficient	36	Are clearly displayed in the classroom
6	No glare	37	Behaviour to meet rules is taught
7	Materials well labelled and located		
8	Ease of movement in room		<b>Rewards</b>
9	Appropriate storage of pupils' belongings	38	Are valued by pupils
10	Pupils are placed appropriately according to learning needs	39	Are awarded fairly and consistently
11	Room organisation meets differing curriculum demands	40	Are clearly related to positive behaviour
12	White board screen easily seen	41	Are small and readily achievable
13	Furniture suitable	42	Link with school reward system
14	Classroom looks like a good work environment		
15	Sufficient space		<b>Sanctions</b>
16	Quiet external environment	43	Are related to behaviour
		44	Are administered fairly and consistently
		45	Are understood by pupils
	<b>- CLASSROOM MANAGEMENT</b>	46	Are understood by parents and carers
17	Teacher arrives at lesson/classroom before pupils	47	Are within a clear hierarchy or severity
18	Teacher's voice is clear		
19	Instructions are clear		<b>Routines are established for</b>
20	Good behaviour is noticed and acknowledged	48	Entering or leaving the room/lining up
21	Small achievements recognised	49	Distribution and collection of materials/equipment
22	A pupil's good behaviour is 'named' and reflected back	50	Gaining teacher's attention and help
23	The teacher acts as a role model for desired behaviour	51	Changing activities
24	Materials and equipment are prepared	52	Gaining quiet/silence/attention
25	Pupils bring correct equipment	53	Clearing up
26	Lessons well prepared		
27	Curriculum delivery is varied		
28	Curriculum is appropriate and delivery is differentiated		
29	Time is organised to best effect		
30	Peer support is used to best effect		
31	Adult support is used to best effect		

## STAGE 1 – UNIVERSAL

### Teaching Responsible Behaviour

#### Introduction

- It is important that the expectation of appropriate behaviour is clearly understood by both pupils and staff and is reinforced regularly.
- Pupils need to be taught behaviour that is expected of them and what will happen when they choose to behave appropriately or inappropriately. Pupils learn to accept rules and instructions when they know they are being treated in a fair and consistent manner.
- The strategies outlined below will help to manage **deliberate low level off-task behaviour**

ENTERING THE CLASSROOM	
OFF-TASK BEHAVIOUR	STRATEGIES
<ul style="list-style-type: none"> <li>• arriving late</li> <li>• unruly lining up / entrance to the classroom</li> <li>• not following settling down routines such as:               <ul style="list-style-type: none"> <li>- coats off</li> <li>- bags away</li> <li>- organisers out</li> </ul> </li> <li>• niggles being carried on</li> <li>• chewing / drinking</li> <li>• lack of correct equipment</li> <li>• not sitting in appropriate seat</li> <li>• not being promptly ready for work</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• arrive at the classroom before the pupils</li> <li>• stand at the classroom door with a view of both the corridor and the classroom to welcome the pupils</li> <li>• deal with individual issues quietly</li> <li>• make equipment available to pupils on entry to classroom</li> <li>• ensure classroom rules are displayed clearly</li> <li>• remind pupils:               <ul style="list-style-type: none"> <li>- of the settling down procedures</li> <li>- to sit in designated areas</li> <li>- of the classroom rules</li> <li>- to take out Prep</li> </ul> </li> <li>• start the lesson immediately – eg a quick recall activity such as question and answer</li> </ul> <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Line up quietly outside the classroom and await instructions</li> </ul>

**DURING THE LESSON**

OFF-TASK BEHAVIOUR	STRATEGIES
<p><b>Listening skills:</b></p> <ul style="list-style-type: none"> <li>not actively listening to instructions</li> <li>continuing conversations with friends / social chat</li> <li>claiming not to understand</li> <li>fidgeting</li> <li>calling out</li> </ul> <p><b>Equipment:</b></p> <ul style="list-style-type: none"> <li>pencil / ruler tapping</li> <li>not treating equipment appropriately</li> <li>drawing graffiti on jotters / folders</li> </ul> <p><b>Work Avoidance:</b></p> <ul style="list-style-type: none"> <li>prolonged pencil-sharpening / tippexing/ rubbing out</li> <li>toilet requests</li> <li>claiming minor illness</li> <li>daydreaming / looking out the window</li> </ul> <p><b>Classwork:</b></p> <ul style="list-style-type: none"> <li>not remaining on task</li> <li>not completing tasks</li> </ul> <p><b>Interaction with peers:</b></p> <ul style="list-style-type: none"> <li>put downs</li> <li>not sharing resources</li> <li>damaging other's property</li> </ul> <p><b>Prep:</b></p> <ul style="list-style-type: none"> <li>Not: <ul style="list-style-type: none"> <li>noting down Prep</li> <li>having Prep diary</li> <li>completing Prep</li> <li>handing in Prep on time</li> </ul> </li> <li>'losing' Prep</li> </ul> <p><b>Tone / Attitude / Atmosphere:</b></p> <ul style="list-style-type: none"> <li>Inappropriate</li> <li>not completing tasks</li> </ul>	<p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>stay seated during the lesson unless instructed to do otherwise</li> <li>raise hand for attention unless classroom rules procedure is otherwise</li> <li>listen to instructions</li> </ul> <p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li><b>It is important that teachers strive to be consistent in their classroom practice</b></li> <li>give a plan for the lesson with appropriate tasks</li> <li>give clear instructions with written back-up as an 'aide memoir'</li> <li>restate the instruction while praising pupils following, eg "well done Mary for getting out your book"</li> <li>regularly check understanding through pupil participation</li> <li>use pupil names as often as possible to build up good relationships</li> <li>give positive recognition throughout the lesson, eg positive signals and gestures, written and verbal praise, stickers, positive referrals, choice of activity</li> <li>increase the ratio of positive/negative comments to at least a 3:1 ratio</li> </ul>

## STRATEGIES FOR REDIRECTING OFF-TASK BEHAVIOURS

### Teacher:

- move around the room to deal with things without interrupting
- move close to engage an off-task pupil, but be aware of pupil's needs for personal space
- give eye contact to gain attention – 'the look'
- reprimand by speaking in a quiet voice
- avoid making comparisons, eg 'Mary put your books away like the rest of the class'
- state the required behaviour
- avoid using negative words such as 'don't', 'shouldn't', eg 'Fred, don't annoy John'
- use 'I' messages rather than 'you' – 'I want you to sit down'
- specify the appropriate behaviour
- give a short clear message, eg 'David, I need you to...'
- change pupil's seating if redirection unsuccessful
- retain pupil for one minute after class (no longer to avoid being late for the next class)
- DO NOT engage in an argument

## IF THE PUPIL ARGUES

### Teacher:

- show empathy for what the pupil has said eg 'I can see why you are upset'
- refocus by repeating the instruction in a calm, low key but firm manner, eg 'but you need to start work now'
- repeat the instruction, without engaging in the argument, for a maximum of three times
- use the phrase 'you have been chosen...therefore...'
- ignore the 'huff and puff' reaction
- give an appropriate form of positive recognition as soon as the pupil returns to work

**ENDING THE LESSON AND CLEARING UP**

OFF-TASK BEHAVIOUR	STRATEGIES
<ul style="list-style-type: none"> <li>• clearing up early / before instructed</li> <li>• not clearing away equipment as requested</li> <li>• not leaving work areas tidy</li> <li>• deliberate delay in clearing up</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• teach routine procedures for clearing up at the start of the session and restate them regularly</li> <li>• give a time warning prior to the end of the activity</li> <li>• give adequate time for Prep to be noted before the bell</li> <li>• draw the class together</li> <li>• recap on what the lesson has been about</li> <li>• give feedback on what pupils have achieved / learned</li> <li>• discuss the next steps for the following lesson</li> </ul> <p><b>Pupil</b></p> <ul style="list-style-type: none"> <li>• continue to work until the teacher indicates when to start clearing up, even if the bell has rung</li> </ul>

**LEAVING THE ROOM**

OFF-TASK BEHAVIOUR	STRATEGIES
<ul style="list-style-type: none"> <li>• leaving and entering the room before being instructed</li> <li>• not leaving the room in an orderly manner</li> <li>• forgetting equipment – having to return during the next lesson</li> </ul>	<p><b>Teacher:</b></p> <ul style="list-style-type: none"> <li>• acknowledge positive behaviours during lesson</li> <li>• dismiss pupils in orderly fashion</li> </ul> <p><b>Pupil:</b></p> <ul style="list-style-type: none"> <li>• remain at their places quietly until told to do otherwise</li> <li>• leave the room in an orderly fashion</li> <li>• walk along the corridor quietly to their next class</li> </ul>

**AND FINALLY** – having tried all these strategies, there might still be some pupils for whom more intensive intervention is required. They will move on to the next stage of support within the school, outlined and approved within the school’s Positive Behaviour Policy.