



Promoting Positive Discipline



Whole school approaches
to tackling low level disription

a project funded by the Scottish Office

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Edited by Pamela Munn

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Preface

School discipline grabs the media headlines, or rather school indiscipline does. Why? Consciously or not its attraction for journalists lies in its use as a social and educational barometer. Good discipline is generally seen as a means to an end, to provide a context in which effective learning and teaching can flourish. Children cannot concentrate on the academic curriculum if there are, for example, unacceptable levels of noise, rowdiness or verbal or physical aggression in the classroom. So tales of indiscipline are equated with lowering educational standards. But good discipline is also an end in itself. Socialising pupils to behave in acceptable ways is an inescapable part of a school's job, instilling in pupils values such as honesty, respect and diligence. So when we hear of violence in schools and classrooms we are concerned for the well-being of our society, for social cohesion.

Concern about the behaviour of young people is nothing new. Socrates is quoted as saying:

The young people of today love luxury. They have bad manners, they scoff at authority and lack respect for their elders. Children nowadays are real tyrants, they no longer stand up when their elders come into the room where they are sitting, they contradict their parents, chat together in the presence of adults, eat gluttonously and tyrannise their teachers.

(Socrates)

Nearer home, the 1675 Synod of Aberdeen asked its presbyteries only to demand three questions of the school master: whether he teaches them prayers for morning and evening and grace for meals and whether 'he chastise them for cursing, swearing, lying and speaking profanity, for disobedience to parents and what vices that appears in them'.

What counts as good discipline can be difficult to specify. Much depends on the age and stage of children, on the time of day and on the stage of the school term. A teacher's mood can also be highly influential in determining whether or not a blind eye is turned to a minor misdemeanour. Recent research which asked teachers to indicate how often they encountered specific behaviours and whether these were difficult to deal with reveals an interesting picture. It is the drip, drip effect of seemingly trivial behaviours such as talking out of turn, work avoidance and pupils failing to bring the necessary books or other equipment which teachers found wearing. The following comment from a teacher is typical:

*Major incidences of indiscipline, I find, are usually the easiest ones to deal with, eg pupils can be excluded, referred to a senior member of staff, parents can be called to the school. It is the continuous minor infringements during the normal day-to-day running of the class which probably cause the most disruption and take most time ... Almost any method of trying to deal with and improve poor behaviour over a long period of time take a significant amount of time and adds to the workload.**

This is not to excuse violence and other extreme behaviours which some teachers undoubtedly experience. It is to suggest that such behaviour is, thankfully, not the norm.

Our understanding of the causes of and cures for disruptive behaviour has grown over the years. In the past most explanations tended to be focused on individual children and their families and treatment consisted of drugs, counselling and psychological intervention of various kinds. Most recently research has revealed that schools themselves can promote good or bad behaviour. Areas

such as curriculum organisation, teaching approaches, praise and reward systems and pupil involvement in decision making about rules, rewards and sanctions, contribute to an ethos of high expectations and positive relationships in which indiscipline is minimised.

This book is the result of a project to stimulate schools in experimenting with a range of approaches to promoting positive discipline and to write about their experiences, warts and all. There is, of course, no panacea for promoting positive discipline but the accounts of schools in this collection will, we hope, encourage others to try them out. It is noteworthy that many of the accounts feature praise and reward systems. This is perhaps an indication that we have belatedly realised that we are much better at specifying sanctions and punishments than at explicitly recognising good behaviour. We have also included an account from a local council, one illustration of the ways in which good practice can be shared at a local level. Indeed part of the continuing response to the Promoting Positive Discipline Initiative has been the creation of local forums in Dundee, Falkirk, Aberdeen, Edinburgh and elsewhere, to encourage the exchange of ideas on how schools can promote positive discipline. We hope this will continue. Indeed local school clusters or networks may wish to write their own volume and share good practice within their own local area.

Pamela Munn
February 1999

* Munn P, Johnstone M and Sharp S (1998) 'Is Indiscipline Getting Worse? Scottish Teachers' Perceptions of Indiscipline in 1990 and 1996' *Scottish Educational Review* 30, 2.

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The Audit Unit of the Scottish Office Education and Industry Department provided the funds both to encourage a range of school approaches and to publish the case studies. Without their continued financial and professional support there would have been no project. We are grateful to them.

Chapter 1

Using Staff Development to Promote Positive Behaviour

School Facts:

type: 8-11 primary school
size: 198 pupils
staff numbers: 9 FTE
length of time HT in post: 7 years
location/catchment area: council housing estate
physical environment: 1950's concrete and brick
part of area/cluster group: yes
% of pupils entitled to free school meals: 18.3%

Quarryhill School

Birkhall Parade
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Contact: Mike Marshall, Headteacher

Aberdeen City Council

Summerhill Centre
Stronsay Drive
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01224 208626

Contact: Jon Mager, Assistant Director

1 School facts

- Quarryhill was built in 1954, and caters for P4-P7 pupils. It is part of an Associated School Group that serves a large 1950's council housing estate in Aberdeen.
- There is one Senior Teacher and a Depute Head Teacher with a class commitment. We have 1 FTE learning support, and 0.64 FTE of visiting specialists.
- Quarryhill has been involved in several initiatives.
- Parental support for the school is high.

2 Discipline focus

Quarryhill has been working on behaviour since 1990. Over the years, our Behaviour Policy has evolved steadily. It has no neat start and finish points. Rather, it is a continuum. This description is merely a snap-shot of where we are today.

Our approach to Promoting Positive Discipline has a number of elements. Some of these have a specific focus on behaviour, such as:

- the Behaviour Policy;
- the behaviour support role;

others concern the ethos of the school in general but have obvious implications for discipline. These include:

- the emphasis on creating and maintaining a positive school ethos ;
- teachers learning appropriate counselling skills;

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- the social skills group;
- the student council.

Lack of space dictates that I focus on three of these aspects.





















3 Behaviour policy

For the past seven years, we have been steadily moving away from a deviance-provocative approach, towards a deviance-insulative way. Put simply, we try hard to prevent pupils from painting themselves into corners.

An early discovery that revealed the potential of the deviance-insulative approach, was the success of what we call behaviour schedules.

We invited parents of children who had been defiant and difficult, to come and discuss how they could help us to encourage their children to improve certain specific aspects of their behaviour.

This was to be recorded within the class on an hourly basis, on a simple pictorial chart. The child was challenged to set a target for how many "good" hours he/she could achieve by the end of the week. A small reward was arranged with the parents for the successful completion of the target. The following week, a more difficult target was set, which the child had to beat. The Head Teacher made this success an event, including special stickers, and the taking of a photo for the family's photo album.

Behaviour Schedule				
Name:-	Date:-			
	8.50-10.30	10.45-12.00	1.00-2.00	2.00-3.05
Mon				
Tues				
Wed				
Thurs				
Fri				

TARGET - /20

This approach may sound time consuming. It is! But so is the alternative.

- Teachers like it, because it usually has a powerful effect, over the short term at the very least. When the most disruptive child chooses to behave well, this has a positive effect on the rest of the class. The teacher's morale improves, and the relationship between child and teacher improves.
- Parents like it because their role is generally the pleasant one of rewarding success, rather than punishing failure. Even absent parents like it because it does not threaten a sometimes fragile week-end relationship with their children.
- Children like it because they are competitive and love to beat a clear target. They enjoy getting attention for doing the right thing. Their relationship with their parents and their teacher often improves.
- * Management likes it for all of the above reasons, but also because it actually teaches the correct behaviour rather than just punishing the wrong behaviour. It allows more referrals to the Educational Psychologist for learning problems, because there are fewer referrals for behaviour. Finally, it is evidence of the school having tried everything possible to help a child.

When a school has done all of this, and has not succeeded, it suggests strongly that this child may have problems which are beyond the ability of a mainstream school to manage.

4 Behaviour support role

These strategies do not always succeed, particularly when there are too many difficult children in the same class. Also, sheer pressure of work on management and teachers, coupled with an apparent increase in numbers of pupils who required such support, can limit their usefulness.

Chapter 1 - Quarryhill School

The behaviour support role was devised to provide teachers with the time to provide children with support. Its key feature is the use of a supply teacher to provide one morning's cover per week for class teachers to work individually with troubled pupils. This support could be:

- counselling pupils;
- liaising with other agencies;
- allowing teachers to participate in the social skills group;
- liaising with parents;
- producing, monitoring and filing behaviour schedules or bullying diaries;
- purchasing support equipment, such as badges, certificates or literature;
- liaising with playground supervisors;
- time for one teacher to co-ordinate the whole scheme;
- supporting innovative schemes such as circle time and student council;
- making visits to other establishments to discover fresh ideas.

Good and Bad Book



- Fill in the book every day
- Do it with Mum or Dad, as soon as you get home.
- Give it to Mr Marshall or your teacher first thing in the morning.
- Put the people who were extra nice to you.
- Put the names of the people who were nasty. Write what they did to you.

The instructions inside the Bullying Diary.

Initially, one teacher performed the behaviour support role in other peoples' classes. Teachers soon took over this role however, since they knew their children better.

Evaluation revealed that we had achieved our overall aims. Teachers can literally turn children round, particularly in the short term, when they are given the time. The staff perceive it as being an effective system. Parents of disruptive children acknowledge that the school has done all that it can, and remain supportive, even in the event of exclusion. Typical teacher comments are:

'... You need time to listen to children, and to follow up with agencies, etc.'

'... People sorting out their own problems. Getting to know the children. You can support a child, by just listening.'

5 The counselling course

The behaviour support initiative had given teachers more time to deal with problems. Teachers felt they needed more training to make best use of this opportunity. Terry Ashton, Adviser in Guidance, helped put together a three day course for eight teachers to address this need. The aims were as follows:

- learning to apply counselling skills in the classroom;
- enhancing one to one skills with pupils with behaviour problems;
- enhancing the ability to handle poor behaviour.

The course consisted of discussion, some role play, and group work. Topics covered and practised included listening skills, paraphrasing and reflecting, questioning, understanding and responding to feelings and reframing and challenging.

The course evaluation showed that the teachers had learned to use their enhanced skills to good effect. Teachers referred to listening more, and talking less.

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They felt more confident and relaxed about tackling challenging situations. There was an increase in PSE work. The expression, "What would make it better?" has been found to be a powerful way of getting a child to accept ownership of a problem. Finally, more than one teacher referred to this having a powerful effect on life outside school.

'... I no longer provide answers, but say, "What would make it better?" Taking this approach affects the way you react - even in your personal life. You listen - you take a step back. Pupils expect you to solve their problems. If you give them time, they can often resolve their own problems.'

6 Where Quarryhill goes from here

The staff of Quarryhill has put a lot of its energy in recent years into creating policies to deliver 5-14. I believe we have concentrated on policy making, at the expense of enhancing teacher skills. We have focused on *what* we teach, at the expense of *how* we teach it. Although we have created an effective Behaviour Policy, we need to learn more about handling challenging behaviour.

- This session, staff will be looking at the four Bill Rogers videos in the Behaviour Management series. (Quartus Pty Ltd. Tel:01635 877555) This series sets out a variety of the skills of positive discipline and classroom management within a clear framework.
- We have brought forward the creation of our PSE policy.
- We have chosen to review Discipline as one of the twelve Ethos Indicators.

7 Conclusion

In order for both teachers to teach, and pupils to learn, effectively, I believe the following are necessary:

- a behaviour policy which has the positive approach at its core;
- time away from class for teachers to help their pupils' solve their own problems;
- training to ensure they do it to the utmost of their ability;

- a clear set of school strategies for the minority of pupils who do not respond to these approaches;
- a clear set of strategies at LEA level for the same group of pupils.

Key Questions

- 1 What kinds of staff development opportunities on how to manage behaviour positively can be created in your school?
- 2 Quarryhill created time for staff to provide children with extra support. Is this an approach which is feasible in your school?
- 3 What steps does your school take to try to ensure that parents reinforce behaviour targets appropriately?

Chapter 2

Achieving An Oscar: Partnership with Parents and Pupils to Review School Expectations and to Promote Positive Behaviour

School Facts:

type: 5-11 primary
size: 320 pupils
staff numbers: 14 FTE
length of time HT in post: 7 years
location/catchment area: rural village
physical environment: new, open plan
part of area/cluster group: yes
% of pupils entitled to free school meals: 28%

Lhanbryde Primary School

Lhanbryde
ELGIN

01343 842649

Contact: Mrs Allan, Headteacher

Moray Council

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ELGIN

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Contact: Donald Duncan

1 School Background

Lhanbryde Primary School is situated on the A96, the main trunk road between Inverness and Aberdeen. The majority of pupils live in the village of Lhanbryde with the remainder living in the outlying areas and scattered hamlets.

The school has a nursery of 40 children, houses a playgroup and there is also a base for pupils with special needs

The school is proud of an attendance record of 95.9% and almost all pupils wear school uniform.

The number of families entitled to free meals is fairly high for rural Moray, but reflects the lack of work opportunities for adults in the surrounding area.

Lhanbryde offers a wide range of extra curricular activities, participates in local sporting events and has good links with the community

The school enjoys a good relationship with the two primary schools within the associated group (Mosstodloch Primary, Milne's Primary) the special school (Cranloch/St Andrews) and the secondary school (Milne's High School).

In August 1997, the school moved into a new building and the former school was demolished.

2 Discipline Focus

Origins of the Development

As part of our Development Planning process, we recognised the need to address the area of Promoting Positive Behaviour to Reflect School Ethos.

Chapter 2 - Lhanbryde Primary

The move to our new building meant that behaviour expectations would have to be modified in order to maintain our present high standards.

Following a period of consultation with staff, parents and pupils, a committee was set up in January 1998 to tackle four issues which had been identified as priorities.

- 1 Lunchtime procedures
- 2 New school rules
- 3 Pupil movement in and around the school
- 4 Support for the full range of individual pupil behaviour and achievement

All the task groups brought their deliberations and recommendations back to the committee and it became quickly evident that there had been tremendous discussion involving a wide range of personnel from outside agencies (police, school meals, health visitor, social worker etc). It also became obvious that each group was able to produce an action plan of suggestions which could run for years! This was not seen as a problem, but rather as a positive outcome. Each group was given more time to draw up a list of priorities with some suggestions of when and how these could be achieved.

The following were agreed and finalised as the way forward:-

- new lunch time arrangements would be set in place, a sum of £1,500 should be spent on additional tables to shorten the length of the queue of waiting children.
- an In Service Day would be arranged for staff to finalise suggestions provided by parents for highlighting revised school rules.
- the school should share more frequently both internally and externally the wide range of good news, success and achievement enjoyed by our school community.

- resources should be provided for all of the above in the following year's Development Plan, with Action Plans detailing specific targets, evaluation procedures and criteria for success.
- the overall aim of the project should be kept clearly in focus. To promote positive behaviour, which in turn would promote achievement.

3 Outcomes

The work of the committee and task groups produced valuable outcomes for the school.

In order to build upon our existing good practice, we first of all gathered together all the existing material on promoting a good school ethos. In the course of our discussions it became obvious that there was a need to publicise our good work to the wider school community.

To complement our present strategies, we decided to invite a guest speaker to talk to us about 'Circle Time', which we felt would be useful in supporting positive discipline by giving pupils a forum for discussion and review.

As part of our development, a logo competition had been suggested by a pupil. This was to provide us, eventually, with a vehicle which enabled us to fulfil many of our objectives.

4 OSCAR

OSCAR was the vehicle to take our plans forward. OSCAR stands for 'Our School Can Achieve Results'. Here is a list of what we decided to do. \

A newspaper will be produced twice each term (OSCAR NEWS) celebrating achievement in all its forms. The first edition was published in June 1998.

An OSCAR assembly will be held once a fortnight to highlight the success of individual pupils and whole classes.

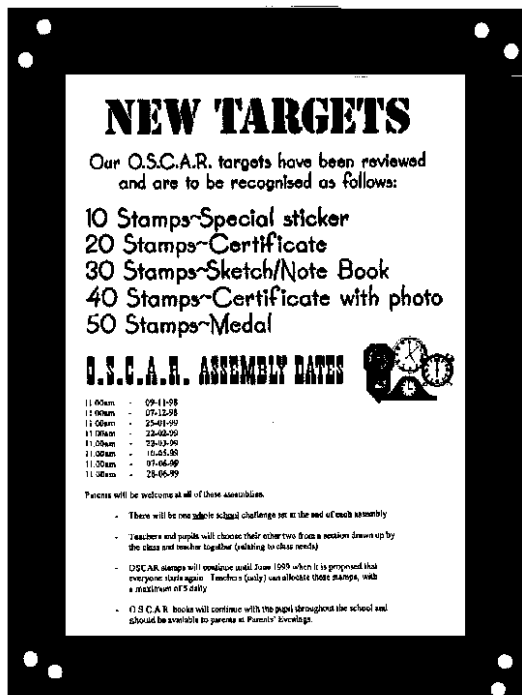
OSCAR targets will be set by teachers and pupils together, picking out desirable behaviour from our revised school rules.

Chapter 2 - Lhanbryde Primary

OSCAR targets will be set by teachers and pupils together, picking out desirable behaviour from our revised school rules.

OSCAR is shared with our wider parent body by parent committee members who will have a display stand in the entrance hall on parents' nights.

Staff and pupils will discuss their OSCAR targets on a daily basis and evaluate their success. A final score for each target will be shared by each class at an OSCAR assembly.



Individual OSCAR winners will be presented with an OSCAR sticker, an OSCAR certificate and a Lhanbryde Primary School pencil.

Staff award 5 OSCAR points each day, by stamping the winners' OSCAR jotters. Each child has an OSCAR jotter.

Each OSCAR winning class will choose a treat to celebrate their success (extra activities, quiet time etc).



OSCAR prizes will be awarded as an incentive (school pen, rubber etc) when 10 stamps, 20 stamps and 30 stamps are achieved.

Members of the promoted staff can award additional OSCAR points to classes who achieve.

OSCAR should become a character - a competition was arranged.

A booklet for home should be produced by staff and parents, to provide ideas of how home and school could work together to promote:

- circle time
- school and home expectations.

If successful, similar booklets should be produced to support procedures already in place (eg: getting the best out of homework, supporting your child to read etc).

5 Conclusion

Although intended for a starting date of next session, we all felt ready to make a start now and we have now had OSCAR's help for one month.

The news has been received well, due to its catchy image and the possibilities are endless.

We will never have the luxury of the extra funding that we have enjoyed from the Challenge Fund Bid, but we hope that we have taken measures to ensure that we can maintain and build upon this into the sessions to come.

We have placed Promoting Positive Discipline in the development section of our next year's school development plan, with resources (mainly time) allocated appropriately. We plan to involve all our staff in reviewing the many resources available to us to:

- measure our success
- review/evaluate all our new arrangements.

Chapter 2 - Lhanbryde Primary

We require for success, an enhanced ethos of achievement which will improve learning and teaching in all aspects, at home and school. Our committee of parents, pupils and staff is confident of long term success, we have set the ball rolling, the possibilities are endless!

Key Questions

- ❶ In what ways does your school share and reward success, both internally and within your wider community?
- ❷ What role have your parents, pupils and staff played in the reviewing of your school expectations?
- ❸ What are the possibilities for parents, pupils and staff when brought together in a primary school, with a common goal?

Chapter 3

Using the Playground to Promote Positive Discipline

School Facts:

Coalsnaughton Primary School

type: 5-11 primary
size: 83 pupils
staff numbers: 5 FTE
length of time HT in post: 3 years
location/catchment area: village
physical environment: older building
part of area/cluster group: yes
% of pupils entitled to free school meals: 27%

School Facts:

Park Primary School

type: 5-11 primary
size: 212 pupils
staff numbers: 12 FTE
length of time HT in post: 3 years
location/catchment area: town
physical environment: stone building
part of area/cluster group: yes
% of pupils entitled to free school meals: 60%

Coalsnaughton Primary

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Park Primary

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ALLOA
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Contact: Ms Pearson, Headteacher

Clackmannanshire Council

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1 Background

Both schools, led by new headteachers, had already embarked upon promoting behaviour management strategies within classrooms as part of their school development plans. Circle Time featured within both schools as a framework for establishing Golden Rules and for promoting children's involvement in achieving an ethos of safe, positive and purposeful activity in school.

Both headteachers wished to extend the work beyond the classroom to the playground. Playground conflicts often spilled back into the classroom, militating against the easy resumption of teaching and learning. The headteachers believed that devising a scheme of support in the playground would help pupils to benefit fully from recreation time, would contribute

playground would help pupils to benefit fully from recreation time, would contribute to their personal and social development and improve their readiness to learn in class.

2 First Steps

Each school pursued a range of routes to stimulate interest in the playground. The pupils were invited to discuss and answer questionnaires on:

- their satisfaction with the playground
- the use of space
- the range of games
- the nature of the relationships.

Teachers were involved in the discussions and at Coalsnaughton an assembly was devoted to reviewing the suggestions and agreeing changes with the pupils.

Importantly, the headteachers recognised the importance of the support staff who supervised the playgrounds. The nature of their work meant that they were not involved in staff discussion nor in decision making and training in behaviour management. The headteachers agreed to work together to devise a training and support programme for them.

3 Development of the project - getting all staff involved

Overtime payments allowed for training time for helpers and permitted them to join with teaching staff when appropriate. At an early stage staff from both schools came together to share a Circle Time. This not only introduced the notion of circle time to the helpers but was a vehicle through which teachers and helpers could express their understanding of and support for each others' roles. Both schools arranged a day focused on playground activities and equipment provided by an outside agency, Creche and Co. Each class, with teachers and helpers, was time-tabled to share in games outside. Involving all the adults in play and in trying out new equipment bolstered relationships with the children and reinforced the importance of everyone in school working together to make playtimes more enjoyable

The headteachers devised a series of joint training sessions for the playground helpers. Using Lucky Duck materials as a basis, they worked on Golden Rules for the playgrounds and agreed rewards and sanctions for behaviour. Helpers were encouraged to record co-operative and positive behaviour and reward positive actions as well as incidents or conflict within a Day Book to be kept in the staff room. This provided a simple form of communication between helpers and teachers, alerting the latter to any difficulties and to where they could reinforce positive behaviour.

The schools invested in warm uniform jackets and in two-way radios for the helpers. They recognised that comfort and security, the absence of feeling isolated in the playground, are important to the well-being and effectiveness of the helpers. Overall, the training, involvement with teaching staff and attentiveness to their well-being, were designed to enhance the self-esteem and job satisfaction of the helpers and enhance their status as team members within the school.

4 Responsibility for co-ordination

The headteachers took primary responsibility for co-ordinating the developments which depended upon a framework:

- budgeting
- planning
- organisation
- training.

Individuals or groups of teachers assumed responsibility for supporting certain parts of the developments. At Park, the larger of the schools with a roll of 212 pupils, a group of teachers worked on classroom materials to promote aspects of Environmental Studies through developing part of the playground. At Coalsnaughton, with a roll of 83 pupils, the headteacher secured the support of the council's land services and ranger service as well as members of the local community to advise on and support physical changes to the playground. The rewards and sanctions system for the playground dovetailed with that which existed within the schools as a whole. Children were encouraged to discuss and respond to playground issues, some were involved

in costing and selecting new equipment, others were invited to apply to become playground monitors whereby they filled in an application form and were interviewed for the job.

5 Outcomes and evaluation

The work has become an ongoing feature of the overall approach to behaviour management in each school. As such, it is not concluded but remains within its early period of development. For example, the schools anticipate that in the next few years, pupils who have been familiar with the approach from the infant stages will be increasingly confident in playing co-operatively. Even at this early stage, however, the number of incidents of fighting in the playground has been significantly reduced. As a result, the readiness of children to settle happily in class after playtime and lunchtime has increased. Teachers have welcomed this change. They can embark more swiftly on teaching and, through the Day Book- are alerted to any aspects of playground experience which might diminish the children's attentiveness or which merit positive reinforcement

The development was temporarily arrested in both schools by changes of playground helpers. This has reinforced the importance of having a regular training and development plan for them. The initiative will inform both the Council's programme for supervisory (and classroom) assistants and its current review of the roles and responsibilities of such staff.

6 Next steps

Both headteachers are positive about the import and impact of their initiative. At the same time they are alert to the importance of sustaining all aspects of the work: the training and support for staff, the regular involvement of children in reviewing and responding to the quality of the playground experience, maintaining the Day Book and communication between staff with different roles and opportunities to contribute to the whole school approach to behaviour management.

7 Implications

Devising, investing in and delivering the training was time consuming and had a financial cost.

Changes in personnel was a reminder that such initiatives cannot be regarded as a one off. As areas of the playground in each school are developed to permit a greater variety of games and activities, staff and children will remain continuously involved in the process. Other council services, community members and specialist groups like Creche and Co. will make new contributions to the quality of what takes place in the playgrounds.

Accordingly both schools regard the initiative as a starting point. It gave them the opportunity and the resources to work together and to confirm the value of what started as a good idea. Sustaining the work depends upon a planned framework for development. This includes committing time and money for joint staff development and the specific training for helpers. Reinforcing the system for managing behaviour throughout the school and playground will occur as part of the maintenance aspect of each school's development plan.

Each school continues to work on proposals for physical changes to the playgrounds. At Park, this includes a 'quiet' garden through which the environmental studies work can be developed. At Coalsnaughton, because of its unique land configurations, a mini amphitheatre for outdoor performances is being envisaged. Watch these spaces!

Key Questions

- 1 How do you involve non teaching staff like the helpers at Park and Coalsnaughton, in promoting positive discipline?
- 2 Do you have a regular plan for training new staff in important school systems and procedures?
- 3 This was a joint project between to neighbouring schools? Could your school benefit from such co-operation?

Chapter 4

Positive Changes: A Pro-Active Approach by Staff, Pupils and Parents

School Facts:

type: 5-11 primary
size: 415 pupils
staff numbers: 18 FTE
length of time HT in post: 5 years
location/catchment area: town
physical environment: semi open plan
part of area/cluster group: yes
% of pupils entitled to free school meals: 12%

Arkleston Primary School

Cockels Loan
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Contact: Mrs Byrne, Headteacher

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1 Background

When the present Headteacher was appointed some 5 years ago, the school had already embarked upon a positive approach to discipline. A reward based system had been introduced but an audit of school practice revealed that the sanctions being applied were not entirely effective, in the sense that the same group of pupils were continuing to misbehave and were not responding positively.

In its development Plan for 1994 – 95, the school invested time and resources in the area of positive discipline. An outside speaker led discussion and workshops on the philosophy behind rewards, so that the staff might begin to re-design the school's rewards and sanctions policy. As part of the policy, it was agreed that improvements to the playground should feature, since many teachers felt that incidents in the playground often spilled into class time. Teaching and learning was frequently delayed to allow the teacher to investigate and resolve difficulties arising during playtime or lunchtime.

When discipline targets were being set for session 1994-95, staff identified a number of success criteria (ie What do we want to achieve? How will we know if we have got it right?) These success criteria were:

- a the strengths of the existing system are highlighted and built upon;
- b suitable alternatives to detention are devised;
- c children with difficulties receive appropriate support;
- d staff find the system effective and easy to operate.

Four years on, the school now has in place a wide range of policies and strategies designed to support learning through promoting positive behaviour and the success criteria have been met.

2 Affirming Desired Behaviour

From the earliest days, the accent has been on praise and reward for good behaviour - 'catch them being good'. As the initiative evolved and matured, the approach has widened to include all aspects of school life. The main areas of the programme are:

- a catch them being good
- b playground improvements
- c an integrated PSD programme
- d support for individual pupils
- e pupil council
- f sanctions

The focus of the new approach is consistently to reward those pupils – the vast majority – for 'being good'. The philosophy which underpins this approach is based on the belief that by praising and rewarding acceptable behaviour, such behaviour then becomes the norm. Pupils who wish to gain the teacher's attention may do so by behaving and working well, rather than by causing disruption.

Staff award bonus or merit points to pupils for effort in work, behaviour, courtesy etc. Staff choose to record points in a way which best suits their class – it may be by a wall chart, individual pupil cards, a points jotter, or a grid in the back of a homework diary – and every day the pupils are gathered together by the teacher for praise and to discuss the points awarded. This keeps the system in the forefront of everyone's mind. Points are seen to be important and valued and children are motivated to gain more. Parents are kept informed and are partners in the system – they too praise pupils for bonus points and merit certificates gained.



3 Playground improvements

During session 1995 -96 the school worked to improve the playground. The PTA, who are very supportive of the school and its positive approach, supplied funding which allowed the school to buy games and materials for use in the playground. Pupils are involved in planning and maintaining the new facilities and the new strategy includes a range of gardens and wildlife areas linked to aspects of 5 – 14 Environmental Studies. Pupils love working in 'Beastie Street' a wildlife area ,or using the History Garden, built to demonstrate the history of the area and including the shape of a plane laid out with mosaics produced by the pupils.

As part of the PPD initiative, some pupils have cards on which they collect 'I'm fun to play with' stickers, to encourage them to behave well in the playground. Again, parents are closely involved and praise children whenever a sticker is awarded.

4 An Integrated PSD Programme

As the initiative to promote positive behaviour has developed over a number of years, staff have been able to modify policy and practice to offer a more structured approach to every pupil, even those whose behaviour is most challenging. The school now has in place an integrated PSD programme which includes:

- a Tacade materials
- b Circle time
- c Face to face
- d BBAR (Be Better at Reading)
- e The Learning Game
- f Kidscape

5 Support for Individual Pupils

Most pupils respond well to the whole school 'Catch them being good' philosophy. For a small number of pupils, however, additional support is required. The school has again implemented a wide range of strategies, including:

8 Implications

A great deal of time and resources go into this project, such as:

- time for groups to meet
- time for staff development
- time to add up points on Thursdays
- resources for drum therapy
- resources for photocopying materials.

However, time spent in these areas means that very little time is spent with indiscipline. So the benefits well outweigh the costs.

9 Next steps

The school is now working on two further areas in support of positive behaviour

- 1 sex and drugs education
- 2 anti-bullying strategies.

As a follow on to the success of the scheme now in place, pupils are able to play a more pro-active role in the introduction of new policies and strategies in support of new initiatives - a most worthwhile consequence of 'catching them being good'!

Key Questions

- 1 Staff, parents and pupils know and understand the support system in Arkleston Primary. How can you ensure that everyone in your school community pulls together to support positive behaviour?
- 2 With this system, vulnerable pupils have individual behaviour targets, supported by praise from staff, parents and their peers. What features of their policy would support such pupils in your school?

Chapter 5

Developing a Whole School Approach to Recognising, Praising and Rewarding Positive Behaviour

School Facts:

type: 5-11 primary school
size: 305 pupils
staff numbers: 12 FTE
length of time HT in post: 2 years
location/catchment area: mixed
physical environment: 1930s building
part of area/cluster group: yes
% of pupils entitled to free school meals: 7%

Trinity Primary School

Trinity Street

HAWICK

01450 373434

Contact: Mrs Robson, Headteacher

Scottish Borders Council

Council Headquarters

NEWTON ST BOSWELLS

01835 824000

Contact: Mr Mallen, Assistant Director

1 School Background

Trinity Primary School is semi-open plan and is located in a two storey building constructed approximately 60 years ago. The school serves a mixed catchment area predominantly from the South-East of the town. A high number of placement requests are received each year from outlying areas.

Staffing comprises Headteacher, Depute Headteacher, Assistant Headteacher and two Senior Teachers. There are nine class teachers, a nursery teacher, and a Learning Support Teacher, plus Curriculum Support staff. A small number of pupils with special educational needs are integrated into mainstream classes.

Trinity Primary School has an active School Board and Parent Teacher Association. The school regularly contributes to local community activities and events.

2 Origins of the Development

The school has a reputation for having good discipline with positive pupil staff relationships in existence throughout the school. Strong partnerships with parents are established early and maintained. We have few pupils with severe emotional or behavioural difficulties and cases of indiscipline are mostly low-level and isolated.

However, on the appointment of the present Headteacher in May 1996 it became apparent through consultation with all staff that a whole school approach to recognising, praising and rewarding positive behaviour would be welcomed. A review of the existing school behaviour policy was considered necessary and staff were receptive to developing a code of conduct which would involve parents and pupils.

A decision was taken during a whole school audit of our Development Plan to target Promoting Positive Behaviour as a major priority for session 1997/98.

Our Aims

- To involve staff and pupils in determining school and classroom rules.
- To introduce whole school strategies for the structured use of praise and rewards.
- To involve parents as active partners in supporting the development of a whole school approach to promoting positive behaviour.
- To develop a code of conduct.
- To review and revise our existing discipline policy.
- To work collaboratively with other local schools to develop strategies to promote positive discipline using the principles underpinning the Scottish Borders Council revised code of practice 'Promoting Positive Behaviour and Good Attendance at School.'

In addition we aimed to encourage all children to realise that they each have a part to play in the life of the school. We planned to provide opportunities for children to discuss and take responsibility for aspects of school life, knowing their views and opinions would be valued and acted upon by staff.

3 How we achieved our aims

Our work was based on 'How Good is our School' and 'Standards and Quality in Scottish Schools' 1992 – 95.

During our workshops, staff agreed that a positive ethos featured highly amongst the strengths of our school. By building on previous good practice we were able to go forward in partnership with parents and pupils to produce a more structured and holistic approach to promoting positive behaviour within the school.

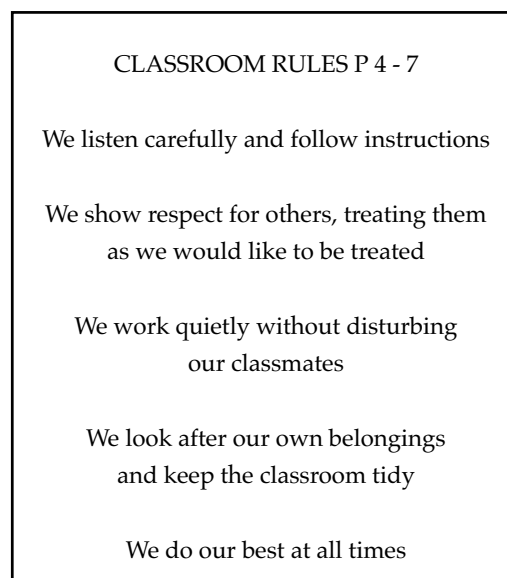
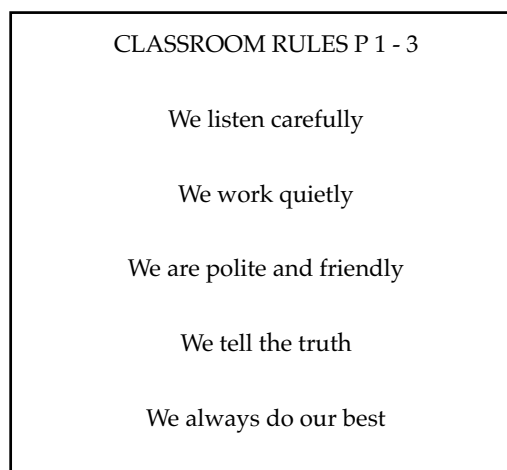
As a result of discussion, the following priorities were identified:

- School and classroom rules
- Formation of a pupil council linked to playground improvements
- Introduction of a House System.
- Celebration of pupil achievement and positive behaviour.
- Development of Circle Time techniques.

4 Implementation of Key Features

School and Classroom Rules

An assembly theme of 'Give And Take' involved pupils in recognising the need for rules. Through consultation with class teachers, pupils considered and agreed classroom, corridor and playground rules. The following short positive rules are attractively displayed around the school, and are consistently applied by all staff



5 Formation of a Pupil Council

To give pupils a sense of responsibility a school council was formed. After explanation of the purpose of a school council, children from P 4-7 who wished to represent their class were asked to write an anonymous manifesto or letter stating why they would make a good council member. These letters were discussed within each class and a representative was chosen to serve for one year.

Chapter 5 - Trinity Primary

These new members were introduced to the children at assembly, and presented with their badges. Photographs of the members together with the house captains were displayed in the school. This served to raise the profile of the school council and to make the members known to children, staff, parents and visitors to the school

Each representative took responsibility for reporting to and seeking the views of a younger class. Three teacher representatives joined the council, two class teachers and the Deputy Headteacher. Meetings are held approximately twice a term, with each child speaking in turn. Adults and children sit in a mixed circle. The council discuss many issues, such as playground facilities, wet playtimes, tuck shop, school magazine, litter and after school clubs to name but a few. The improvement of the playground was a burning issue, and spurred us into action. As a result of the enthusiasm of pupils, parents and staff (and various grants) we have now made several improvements, which include :

- Social seating areas for infants and seniors
- Tree planting with each class adopting, planting and pledging to care for their tree into the millennium
- Weather station
- Two bird tables
- Playground markings for the infants

The final meeting of the council this session raised the question 'How can we make our school better next year?' Needless to say many points were raised. Some were discarded after discussion in council, but many remain to be acted upon next session to improve school life for the benefit of all.

6 Introduction of a House System

As a particular strategy across the whole school to provide for the structured use of praise and rewards a house system was introduced to the school.

Pupils were divided into four houses and points are awarded for good behaviour, effort, co-operation, helpfulness and good manners. A democratic voting system was organised by an AHT and P 7 pupils who were standing for election spoke briefly to their house, stating why they would like the job of House Captain.

Captains and Vice Captains were duly elected. They were awarded with their badges at a whole school assembly at which the importance of their position was emphasised. Photographs were taken and displayed prominently. Each week house captains collect and count points, recording them on a master score board in the assembly hall. Various whole school activities involving house members have taken place during the year.

An award ceremony is planned for the end of the session to reward the winning house.

7 Celebration of Positive Achievement and Award Ceremony

Class level

Each teacher responds in a positive manner and praise is readily given for effort and work. House points can be awarded, ink stamps with graded comments are in each class, and a choice of certificates or special awards is available. The teacher makes sure that throughout the year each child's efforts have been acknowledged. Children are often sent to other teachers or classes for praise to show their work.

Stage level

In the infants Happy Assemblies are held weekly, when each teacher puts forward children for a special mention. Stickers are awarded and often certificates or achievements are displayed on the Happy Assembly Noticeboard. Songs are sung and a general air of celebration is paramount.

In the seniors P 4-7 awards are often made at assemblies and children are congratulated by staff and peers. Awards are similarly displayed on a noticeboard.

Whole school

Whole school assemblies are often a time for the presentation of certificates or awards and praise is duly given. Certificates or awards to the school are displayed in the entrance hall eg from Dr Barnardo's, and often the local press is called upon to report or photograph a particular school achievement.

A regular school newsletter often mentions individuals, classes or indeed whole school achievements. Each area or stage in the school has a noticeboard and these are

Chapter 5 - Trinity Primary

used in a positive manner, whether it is congratulations on a birthday, or 'well done' on collecting wrappers for musical instruments.

The special achievement board outside of the assembly hall shows pictures of the School Council, House Captains and Vice Captains, Music, Sport and other group photographs, while in the GP Room we have a photographic celebration of a year in school life which goes from January – December. Each class is represented and a variety of fun and educational activities together with captions to amuse and delight pupils, staff and visiting parents.

Past photographs are kept in albums to be viewed at leisure. A scrapbook of newspaper clippings is prominently displayed in the entrance hall for visitors to peruse.

Throughout the school and the nursery many photographs with captions highlight the work of children, and displays of art work, writing and similar show the high level of achievement which is expected and praised in the school.

8 Development of Circle Time Techniques

In the course of the year we have been developing 'circle time' techniques as a tool in our Personal and Social Development programme, to help create a climate of positive ethos. Staff development material was acquired for essential background reading and many P1-3 teachers have introduced 'circle time' into the classroom setting. Our main aim is to ensure that all children feel that they are valued by others and that what they have to say is important to everyone else. Staff are feeling positive about the approach and plan to further develop techniques in the future.

9 Where Are We Now?

Major steps have been taken towards developing a positive whole school approach to recognising, praising and rewarding positive behaviour. Staff, parents and pupils have worked together to ensure successful implementation of our strategies.

We now have a clear, easily understood set of school rules and expectations, which are applied consistently by all pupils and staff. Personal safety / health, politeness, and

a respect for others are the underlying principles of those rules. Children are clear about the consequences of negative behaviour, and are offered appropriate support to succeed. Our Code of Conduct is supported by a balanced combination of reward and sanctions which are well understood by pupils and integral to all day to day teaching routines.

We are creating a working environment which encourages effective teaching for learning. The atmosphere in classrooms is relaxed yet purposeful with clear evidence of the promotion of good working / learning habits.

Staff have high expectations of standards of work and behaviour and pupils accept that only their best will do. All children are valued as individuals and each child's contribution adds to the general ethos of the school.

Raising attainment is a major priority in our Development Plan for 1998 – 2000. By providing pupils with consistent, positive recognition for appropriate work, behaviour and achievement we will move towards achieving this aim.

Key Questions

- 1 How can you involve pupils in initiatives such as a Pupil Council or House System?
- 2 What features of Trinity's holistic and integrated approach might be helpful in your school?

Chapter 6

Playground Projects and Positive Discipline

School Facts:

type: primary with nursery
size: 430 pupils
staff numbers: 20 FTE
length of time HT in post: 9 years
location/catchment area: urban
physical environment: modern building
part of area/cluster group: yes
% of pupils entitled to free school meals: 15%

Pitteuchar East Primary

Glamis Avenue
GLENROTHES
01592 415840

Contact: Mr Macaulay, Headteacher

Fife Council

Fife House
GLENROTHES
01592 414141

Contact: Mr McGregor,
Support Services Manager

1 The Origins of the Development

In January 1995, a P7 class was involved in answering a questionnaire from a BBC programme "A tongue in yer Heid". The results gave valuable feedback on how children perceived bullying and the extent to which it was alleged to occur.

There were also general staff concerns about playground behaviour. Teachers felt that playground behaviour was affecting classroom behaviour. Conflicts arising in the playground spilled into the classroom. A number of parental concerns about bullying were raised. A number of issues of concern were identified.

The enrolment of around 30 new pupils within a few weeks as a result of occupancy of new houses presented fresh challenges in terms of behaviour management in a number of cases, with some pupils having the capacity to influence the playground and classroom climate in a negative way.

A target was included in the Development Plan for sessions 1996-98 on Personal and Social Development for which the headteacher was responsible.

2 First Steps

We wanted a range of views on what the main problems were and how to solve them.

A questionnaire was sent to parents and the results were shared with staff. The school discipline policy was reviewed by staff, and anti-bullying procedures formally introduced and recorded. Questionnaires on the playground were completed by several classes and results collated. Interviews with three P7 groups were held. A number of general issues was identified relating to playground problems. On reflection the interviews were a much richer source of information for this exercise!

Chapter 6 - Pitteuchar East Primary

As a result of this analysis:

- a system for managing playground equipment was implemented involving Equipment Monitors for Primaries 1-3, and Play Helpers. Applications for the jobs were invited from Primaries 6 and 7 children. Over 40 applications are received, and interviews held by the headteacher.

Job applied for:	Playground equipment monitor	<input type="checkbox"/>
	Play helper	<input type="checkbox"/>
(tick which job you are applying for – each job requires a separate application form)		
Name	XXXXXXXXXXXXXXXXXXXX	Stage P7 Room 14
Reasons why I think I should be chosen for this job:		
Because I like to play with children and I'm really good with them.		
Whenever me and my friends are round at the wee ones bit of the playground we are sent back round and the wee ones that we are playing with are left on their own and have nobody to play with.		
Signature	_____	Date

- Monthly meetings of the Equipment Monitors and a Senior Teacher are held to discuss problems or concerns, to amend the rota, and to check on lost or damaged equipment.
- A Pupil Council was established in May 1998 which discusses Playground Matters at monthly meetings.

3 Further Developments

Improving the playground environment

A third lunchtime supervisor was appointed in accordance with the school's entitlement. Training based on the OPTIS guide was given to all supervisors. This included health and safety, child protection, anti-bullying and Golden Rules for the playground.

A daily book for two-way communication was introduced.

Regular meetings of play ground supervisors, janitor and the headteacher began.

An audit of playground games was conducted - over 61 games are mentioned by children as being played regularly! Ways of disseminating descriptions and rules of these games are being considered.

Workshops were held with classes on playground games, further raising staff awareness of ways to improve the playground environment.

Following questionnaires to pupils, parents and staff, changes to playground organisation were implemented as follows:

- areas designated for different primary stages
- areas designated for ball and non-ball games
- plans made to introduce playground games
- benches were purchased in March 1998 for quiet activities for the playground
- play equipment was introduced for P1-3, P4-5, and P6-7. Equipment was colour coded and borrowing recorded on a sheet. Playground supervisors observed an immediate improvement in behaviour. although difficulties arose with the large number of children wishing to use the equipment .

Getting everyone involved

Staff views were sought at each stage on the development. Ideas were shared on praise and reward schemes in classrooms, and on managing the equipment. A Senior Teacher agreed to coordinate meetings of pupils volunteering to be equipment monitors, and to checking equipment.

Pupils responded openly and thoughtfully to consultation and their contributions were valued. Their involvement in the playground initiative led to more formal forum for consultation being developed and a pupil council was set up in May 1998

The Parent Teacher Association expressed enthusiasm for the initiative. They provided £400 for the purchase of equipment to be shared between 15 classes.

Fife Council funded Fife Play Partnership, a short term project to support playground games and co-operative play, as well as staff awareness of Circle Time.

Psychological Services led staff development on Circle Time, questionnaire, exemplars and conducted a review of developments.

4 Impact on Learning

Some impacts on classroom learning have been:

- fewer discipline referrals
- increased self-esteem for older pupils who volunteer for responsibilities
- lower absences as a result of improved playground experience
- through training, playground supervisors became more confident and competent in handling playground incidents
- children were less likely to involve their class teachers in time - consuming investigations into playground behaviour.

5 Monitoring and Evaluation

Questionnaires to staff and parents (February 98). Monthly meetings of the Equipment Monitors and a Senior Teacher are held to discuss problems or concerns, to amend rota, and to check on lost or damaged equipment. Playground matters is a standing item on the agenda of Pupil Council meetings.

As well as improving playground experience, staff awareness has been raised about Circle Time and establishing praise and reward systems in classrooms. The aim is to establish a whole school approach for the use of praise and rewards.

Qualitative and quantitative indicators have been used to monitor progress with the project, and improvements noted. A report by HMI following an inspection in May 1998 commended the steps taken by the school to evaluate parents' views on discipline matters.

6 Positive Results

Some positive results have been:

- safer playground environment

- fewer incidents, fights and bullying incidents.
- a sense of purpose for breaktimes through providing things for children to do
- caring environment.

Through play, children are forming valuable peer group friendships which raises self esteem. All Children take care of the environment - taking care of the equipment, disposing of litter, reporting problems. Greater awareness of the vulnerability of some children in the playground. By helping younger children, P7 pupils transferring to secondary school more readily accept the buddy system available to them.

7 Next Steps

Future plans involve:

- introducing more benches and quiet activities for the playground, and reviewing playground rules
- implementation of plans to develop the school quadrangle as a garden have been agreed by staff, to create both an environmental studies resource, and also an area which groups of children can use for quiet games during intervals
- purchase of resources for establishing Golden Time in classrooms, and further inservice on Circle Time.

Key Questions

- 1 Pitteuchar East recognised that playground behaviour was having a negative effect on work in the classroom. Would their consultative, inclusive approach be helpful in your school?
- 2 Does your school recognise the importance of training for playground supervisors?

Chapter 7

Raising Self Esteem

School Facts:

type: 5 -11 primary
size: 300 pupils
staff numbers: 14 FTE
length of time HT in post: 3 years
location/catchment area: town
physical environment: bright, spacious
part of area/cluster group: yes
% of pupils entitled to free school meals: 52%

Braehead Primary School

Gould Street
AYR

01292 266571

Contact: Mrs Smith, Headteacher

South Ayrshire Council

Council Buildings
AYR

01292 612210

Contact: Mr Noble, Head of Quality & Service

1 School background

Braehead Primary School serves a deprived area of Ayr. The uptake for school meals is 52% and for Footwear and Clothing Grants it is 85%. Unemployment in the area is high and many parents who are in work earn only low wages. As a result, many parents and pupils have low self-esteem.

2 Impetus for the development

One particular stage of the school - P6 - had an inordinately high number of pupils who had extremely low self-worth and consequently were under-achieving and exhibiting challenging behaviour.

In Braehead, we have always been committed to promoting positive attitudes and it was felt that, as this group of pupils was advancing through the school and were becoming role models for the younger pupils, it would be sensible to target this group, using various strategies. We were hoping that we would be able to help the pupils to recognise their own worth, they would then be able to modify their behaviour and would then progress in their work.

3 Planning and Strategy

We decided to take a 'multi-agency' approach to promoting positive attitudes and building self-esteem and self-worth. The Headteacher had worked on a similar project in another school with a member of Psychological Services.

Staff from the following agencies work with school staff on the development:

Chapter 7 - Braehead Primary

- Psychological services.
- Social work staff from the Family Centre
- A community link worker
- A youth worker.

All agencies were involved in preliminary discussions with the headteacher. Various strategies were worked out and a draft action plan formulated. This was presented to the entire staff, with all agencies present and a final agreed action plan decided.

The head teacher was responsible for coordinating all activities. In session 1996 – 97, the school concentrated on working with the target group by setting up an 'After School Club' specifically for a small group of boys. The purpose of the club was two-fold:

- 1 To build social skills
- 2 To help the pupils to feel part of a group, giving them a sense of identity.

This club consists of seven boys from primary six and seven. This group was selected because they were consistently exhibiting challenging behaviour and found it difficult to relate to their peers and to adults. They normally acted without thinking. We felt that it would be of benefit to these boys to work as a group, to enable them to work out their difficulties collectively. We were hoping that it would give them a sense of identity and increase their self-esteem. The club is run by the headteacher and staff from community education.

This group originally met twice a week in the summer term of 1996/97. One of the workshops was a social skill building exercise, for one hour a week, in school time, taken by the head teacher and a community link worker and the other was an after school activity.

The emphasis of the after school club is most certainly on 'fun', but there are rules which must be adhered to. These rules are 'group' rules, agreed by adults and boys. It is interesting that the boys themselves are very quick to point out any breach. The activities are varied, but very often have a social skill building part built in.

It was decided that the criterion for success would be a reduction in the number of referrals to the Headteacher. A careful note was kept during a three week period prior to the commencement of the group.

All of the boys in this group have, to a lesser or greater degree, modified their behaviour and attitude. It is becoming reasonably rare for them to get themselves into difficulties and the year group has benefited as a result.

The main reason for this, I feel, is that the boys do indeed now feel part of a group, feel more important than they did previously and do regard their participation in the group as a privilege. They are beginning to censure themselves and require minimal intervention.

4 Building on our success: whole school initiatives

As a follow-on to the original work with the target group, a number of initiatives are now in place throughout the school:

- a Workshops for P6 pupils
- b Lunch clubs
- c Paired reading schemes
- d Activity base
- e Buddy scheme
- f PSD for all pupils.

Workshops for Primary 6 pupils.

We started with P6 because this was the class with a high number of pupils with behavioural difficulties. All pupils in primary 6 were, at some time during the session, involved in these workshops. The children are in mixed groups. There was a definite decision made that we would not, in this instance, put all pupils who experience difficulties in one group. Each workshop involves six sessions of one hour each. The children and their parents were all given a questionnaire at the beginning of the programme and the same questionnaire at the end. The workshops are

Chapter 7 - Braehead Primary

led by community and social work staff. While each session is monitored, the overall evaluation took place when all pupils had completed the programme.

The content of the programme was designed to encourage the children to examine their feelings and attitudes, with a heavy emphasis on positive behaviour.

"Buddy Scheme" /paired reading/lunch clubs

This activity evolved naturally from the Anti-Bullying workshops which have been 'on-going' for three sessions and is really a continuation of this work, but is involving a wider group of children.

A group of primary 3 and primary 7 pupils worked together on a social skill building package which eventually included Paired Reading. This was a particularly successful exercise. The questionnaires which the pupils completed at the end of the six week block showed very clearly that:

- a the primary 7 pupils had gained in confidence and self esteem.
- b the primary 3 pupils had a marked rise in their feeling of security.

The initial group of pupils involved still meet once a week at lunchtime to continue their paired reading exercise. The programme has now gone on to include pupils from primary 7 and from primary 4.

Activity Base

Funding from Scottish Office has allowed me to operate the base for five afternoons a week. The function of this facility is to provide:

- a An opportunity for a small number of pupils who find it incredibly difficult to work with their peers in a normal classroom situation, to work in small groups with high adult input. For one pupil in particular this base has been his salvation because despite a great deal of extra input he cannot sustain behaviour which is appropriate and is extremely

disruptive within his class. The calm atmosphere in the base allows him to work at his own rate and level of ability.

- b A safe, structured and relevant area where pupils can go for 'time out' for short periods of time. This allows the pupil to calm down, speak about his / her difficulties and eventually return to the classroom, having managed to avoid putting him/ herself into confrontational situations.
- c A safe, supervised environment for pupils who are working on a project on an individual basis. This helps to promote independent learning.
- d Additional support for pupils with physical disabilities. PSD for all pupils.

In addition to these initiatives, all pupils in Braehead are given a period of time during the week when they are concentrating on personal social development.

Evaluation of this initiative has involved:

- a questionnaires to pupils, staff and parents;
- b time set aside to allow teaching staff and external agencies to meet regularly and discuss progress made;
- c the programme for this session was formulated as a result of the evaluation.

5 Positive aspects

The group of "targeted" pupils, now in P7, are working effectively at their own level. They are displaying definite signs of maturity and VERY rarely find themselves in difficulty. They are able to be involved in activities with younger pupils. Pupils involved in the Buddy scheme are much more relaxed and secure.

We now have so many groups in the 'lunch club' which was set up to allow the pupils to carry on working with their buddies that we are having to find parent helpers to help.

A high point for me is that this week we are putting on a musical nativity play with the P7 year group. ALL pupils are very happily involved and the three principal characters are members of the after school club. They have attacked the play with tremendous enthusiasm and I know will make their parents very proud. This is not a situation that I would have thought could ever be possible, last session.

⑥ Future plans

- to develop the buddy scheme
- to hold additional after school clubs (computing, technology, football)
- Workshop for parents of P7 pupils to help them to work with "emerging teenagers".

We recognise that promoting positive discipline will continue to evolve and develop. We can certainly tick off a wide range of achievements to date. Promoting positive discipline will continue to be a feature of our School Development Plan as it is central to our overall aim of raising children's achievements.

Key Questions

- ① How would you know if a small group of pupils was influencing the behaviour of their peers?
- ② What steps would you take to influence the behaviour of such a group?

Chapter 8

The Introduction of the “Discipline for Learning” Scheme to Tynecastle High School,

School Facts:

type: 11-18 comprehensive
size: 815 pupils
staff numbers: 59.2 FTE
length of time HT in post: 10 years
location/catchment area: inner city
physical environment: mixed
part of area/cluster group: yes
% of pupils entitled to free school meals: 20%

Tynecastle High School

McLeod Street
EDINBURGH
0131 337 3488

Contact: Mike Hay, Headteacher

Edinburgh City Council

George IV Bridge
EDINBURGH
0131 200 2000

Contact: Ian Glen, Curricular Advice Manager

1 The Origins of the Development

A concern about discipline in the school arose quite suddenly in 1993, due to two main factors. The first was that the school was now attracting more than its fair share of difficult pupils. It had acquired a reputation for being able to deal relatively effectively with difficult youngsters. The second related factor was the transfer into the school of a particularly difficult pupil. Following a number of staff meetings, a discipline committee was set up to review policy. The committee report was generally well-received but, it would be fair to say that there was little new, and the proposals were a restatement, and in some cases an attempted clarification, of existing practice. However, by that point, Assertive and Positive discipline schemes were beginning to gain publicity, and were in fact being piloted in two of Tynecastle’s cluster Primary Schools. A decision was taken with the support of staff to invite Adrian Smith of “Teaching and Learning Associates” to work with the staff for a day to promote the “Discipline for Learning” scheme. This would be an expensive exercise (the cost of the day, with associated materials for all staff was to be in the region of £1600); however, feedback from a number of other schools who were using the scheme was very positive (one headteacher claimed that “it had transformed the school”!), and the in-service day went ahead in February 1994, with virtually 100% positive feedback from staff. At this point, non-teaching staff were not involved - with hindsight, their involvement at this stage would have been very desirable.

Following the enthusiasm developed by the in-service day, a “Discipline for Learning” (DFL) committee was set up, under the leadership of a very able AHT. The composition of the committee was substantially the same as before, but a number of additional staff now joined the committee because of their interest in the approach. Over the next two or three months, the group consulted with staff through a questionnaire and a full staff meeting, as well as via many informal contacts. It was always

made clear that DFL was not an “off-the-shelf” package, but that it had to be tailor-made to fit the existing ethos and practices of the school. At this stage the emphasis was specifically on classroom behaviour, and the following areas were addressed:

a) Code of Conduct

It was agreed that there should be six rules, to be displayed in each room. Five of these were to be common to all departments, and the sixth could be decided by each department (eg a specific safety issue in Science).

<p>CODE OF BEHAVIOUR</p> <p>1 Arrive on time with necessary books and equipment.</p> <p>2 Enter quietly and remain in seats unless asked to move.</p> <p>3 Follow instructions the first time given.</p> <p>4 Raise hand before speaking.</p> <p>5 Treat others and their work with respect.</p> <p>6 Obey the safety code.</p>
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b) Negative Sanctions

Consistency was seen to be of the essence, and the sequence outlined would be agreed by all staff and displayed in classrooms. A new referral form was developed to formalise this approach.

<p>NEGATIVES</p> <p>Unacceptable behaviour will be corrected by:</p> <p>1 Verbal warning</p> <p>2 Move pupil to another seat</p> <p>3 Punishment exercise</p> <p>4 Move pupil to another classroom</p> <p>5 Detention</p> <p>6 Refer to ‘On Call’</p> <p>Very serious misbehaviour</p> <p>* Excluded from class</p> <p>* Parents informed</p>
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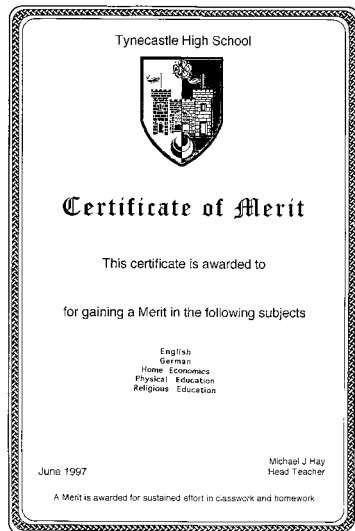
c) Positive Rewards

This was felt to be the most difficult area to address. After much discussion involving possible free Burgers and afternoons off school for the best performers, the final decision was to emphasise the “normal” methods of rewards and praise such as verbal and written comments, but also to introduce two new approaches. One, the Positive Referral (now universally known as the “pozzie”) would be available to any member of staff to complete in any situation where a pupil was felt to deserve a special mention, either because of consistent hard work, or because of a recent sustained improvement in behaviour or effort. These would be then dealt with, as in the case of negative referrals, by the AHT in charge of the year-group. The pupil would take a copy home to show to parents (latterly these seem to have acquired some monetary value!).

 <p>TYNECASTLE HIGH SCHOOL POSITIVE REFERRAL</p> <p>Pupil Name: _____ Class: _____</p> <p>Subject: _____</p> <p>Comment: _____</p> <p>Signature of teacher: _____ Date: _____</p> <p><i>I am very pleased to acknowledge the above success. Well done!</i> <i>M J Hay, Headteacher</i></p>
--

a ‘pozzie’

The second approach was to introduce a system of Merit Awards. Three times a year (twice for senior pupils) staff would be asked to nominate three pupils from each class as worthy of a Merit, this to be based on application and effort, not simply academic ability. Pupils would not know whether they had been nominated until the lists were published towards the end of the session. Those with the largest number of merits would receive a Certificate of Distinction to be presented at the prizegiving ceremony in June; those receiving any merits would receive a Merit Certificate at “mini prizegivings” held during school time, but with a formal approach. It was to be made clear that those attending the evening prizegiving were representing all merit-winners, and that equally the Dux of the school was representing all those who strive for success.



a merit certificate

2 Implementation

These approaches were accepted with minimal amendments by all staff. However, the consultation period took rather longer than anticipated, and the launch of the scheme was postponed from August 1994 to October, immediately after the October break. A full staff meeting was held, posters were prepared for all classrooms, and a series of year assemblies was held on the first day after the holidays (a fairly dramatic start for the senior staff, if not the pupils!). At these assemblies, the mechanics of the scheme were explained, but just as importantly, the purpose of increasing "time-on-task" was emphasised at some length. The emphasis was on improvement, cooperation and consistency. It may well be that a large factor in the success of the scheme was the time spent in these assemblies.

It had been suggested that the number of referrals out of class might well temporarily increase as pupils (and staff) adjusted to the new approach. In the event, this did not happen, and the number of referrals showed a dramatic decrease throughout the first year of the scheme to about 60% of the previous levels. This was maintained into the second year (but is now creeping up again - see below)

Thereafter the scheme continued unaltered for a period of about a year. During that time, questionnaires were issued to staff and pupils, with a generally positive response, although some pupils' replies seemed to indicate that the consistency which

we were seeking did not exist in every classroom ("some teachers give about ten warnings before anything is done"). Meanwhile the DFL committee was considering the extension of the scheme to non-teaching staff and corridor and playground behaviour.

3 Evaluation of the scheme

Evaluation was carried out using the questionnaires referred to above and by examining a number of numerical performance indicators. Although it is too early to claim a definite trend, the following were noted:

- a) The number of referrals out of class was significantly reduced.
- b) Standard Grade results were greatly improved (eg the number of Grade 1 awards almost doubled from 65 to 120). This may not be maintained this session!
- c) Over 2000 Positive Referrals per year are being issued. This does not seem to have reduced their currency or status. On occasion, there has been spontaneous applause from the class when Positive Referrals have been presented. The key to this appears to be the quantity - almost everyone in the school receives at least one pozzie, and there are no league tables.
- d) Exclusion rates in the previous two sessions have been slightly down on the previous years, but the difference does not appear to be significant.

4 Corridor, playground and non-teaching staff issues

Following the successful implementation of DFL within the classroom, the committee turned its attention to the above areas. These were seen to be interlinked, in that playground misbehaviour often spills over into corridors, and non-teaching staff are usually encountered by pupils outwith the classroom. A number of approaches were proposed and accepted, although it is fair to point out that there was less emphasis put on these with both staff and

pupils. The approaches included:

- a) Name badges for all non-teaching staff (later extended to all staff).
- b) Charter for all non-teaching staff (what we expect; what we will do for you).
- c) Environmental improvements, including picnic benches in the playground (still free of graffiti and damage after over a year), plants, trees and shrubs planted, and a "Make Tynie Beautiful" day at the end of the session.
- d) Clarification of procedures during registration, since it was felt that too many pupils were in the corridors at those times.
- e) Various measures to improve toilet facilities.

5 Issues

A number of issues have arisen during the implementation and use of the scheme.

- a) It was noticed that a few pupils who were in fact performing well received no Merits. (This was the only negative issue identified by parents - understandably). It has now been addressed by asking the Guidance staff to scan the list of those receiving no merits, and award a "Guidance Merit" where this was thought to be appropriate.
- b) It has not been easy to ensure consistency throughout the school, and some referrals out of class appear to indicate that the agreed sequence of sanctions or rewards is not always being followed. A balance has to be struck between giving support to staff in difficulties, and making it clear that some of these difficulties may be in part caused by non-adherence to agreed procedures.
- c) The maintenance of the scheme is an issue being presently addressed. It has now been running for two years, and it is becoming clear that a restatement of the approach to staff and pupils is necessary.
- d) The problem of pupils with severe emotional

or behavioural difficulties remains. Whilst it appears that the DFL scheme is of benefit in encouraging those who indulge in minor indiscipline because of disaffection, those whose behaviour is irrational and unpredictable still continue to cause difficulties. We believe that this is an issue requiring serious attention at national level.

- e) More thought and work is needed on the out of classroom issues. In particular, with 800 pupils disgorging into a fairly restricted area of Gorgie, impressions given to the local community are not always favourable; although this is a problem in many schools, particularly city schools, it is not an area where complacency is acceptable.

6 Conclusion

There is little doubt that the Discipline for Learning scheme has had a positive effect on the ethos of Tynecastle High School. The challenge now is to maintain and enhance that improvement in ways which gain the commitment of pupils staff, parents and the local community.

Key Questions

- 1 How do you recognise good behaviour and effort by pupils?
- 2 Does your approach to this have the same status and recognition as punishments and sanctions.
- 3 Which particular features of Tynecastle's approach are relevant to your own school? Why is that?
- 4 How can innovative schemes sustain their momentum?

Chapter 9

Using a Discipline Referrals Database to Promote Positive Discipline

School Facts:

type: 11-18 comprehensive
size: 1,400 pupils
staff numbers: 90 FTE
length of time HT in post: 7 years
location/catchment area: inner city
physical environment: 1970's building
part of area/cluster group: yes
% of pupils entitled to free school meals: 25%

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1 School Background

Bannerman High School is a six year, co-educational, comprehensive school in the east of Glasgow with a Community Education Centre as an integral part of the school. Seven primary schools are included in the school's designated catchment area which includes areas of acute inner city deprivation as well as some leafier suburbs. Almost 25% of the roll live in areas designated as areas of priority treatment and more than 30% of the roll receive clothing and footwear grants. It is a popular school which attracts a large number of placing requests, and its academic record is strong: 73% gaining 5+ awards (1-4) at Standard Grade, 7% gaining 5+ awards (A-C) at Higher Grade and 72 A bands being achieved by S5 candidates alone in the 1996 examinations. Bannerman has a wide range of extra curricular activities - orchestra, annual school show, inter school hockey, football and basketball teams and has good links with the local community; the school has a very active PTA and School Board.

2 Discipline Focus

The school is perceived as having good discipline, with supply and student teachers always commenting on the good atmosphere and order within it. However, in December 1994 discipline was one of the agenda items generated by a principal teacher for the monthly principal teachers' meeting. Concern was raised about the incidence of persistent low-level indiscipline. The evidence for the indiscipline was anecdotal. Following this meeting, a committee - Promoting Positive Behaviour - was set up to establish the extent of such indiscipline and to suggest ways

of promoting positive behaviour. Since then a number of initiatives has been generated by it in addition to the normal support and disciplinary procedures already operating in the school.

- The school's ethos and discipline policy was reviewed.
- The Bannerman Code - a code of positive behaviour was developed, which is prominently displayed in classrooms, corridors and in homework diaries.
- A parents' guide to discipline was produced in the form of a pamphlet.
- A 'buddy' system was initiated.
- Punishment exercises are monitored.

A discipline referrals database was also set up to quantify and analyse the reasons for referrals and the actions taken as a result of them. It was a tool for school self-evaluation which would counter the anecdotal, hunch and rose-tinted view of how good discipline used to be.

At Bannerman High School, all matters of indiscipline are dealt with by classroom teachers in the first instance, and only when a serious incident occurs or when all efforts of the class teacher have failed, is any matter referred on. The referrals are made to Principal Teachers who then embark upon a series of sanctions. The referrals database was used to record the details of these referrals, including the reason for the referral and the action(s) taken by the Principal Teacher. The keying in of the data was done by clerical staff. The school is in the third year of monitoring referrals in this way using a database set up on a 486 PC with 8Mb using Microsoft Access (v 2.0). The programme was designed for ease of entry of data, with all entries being accomplished using a mouse and drop-down lists. However, the cost of carrying out this exercise was still considerable in terms of staff time. Three thousand referrals were recorded in the first session of use.

The analysis has been the subject of senior staff, Principal Teacher, whole staff and School Board meetings.

3 Analysis

The analysis was done on a corporate basis looking at issues on the level of:

- Whole-school
- Individual department/subject
- Year group
- Whole class

The analysis is issued every two months for discussion at senior staff and departmental meetings. Senior staff also discuss the findings with guidance staff at year-team meetings. There is a key role for the senior staff in monitoring subjects in the faculties for which they have responsibility and for classes within their year-group responsibility.

4 Some outcomes of the analysis of the data collected

A Whole-school analysis

The table lists the reasons for referrals recorded and the totals for each category.

Reason for Referral	Total Referred
Attendance - eg irregular	44
Commendation/Praise	30
Disruptive behaviour	544
Failure to bring equipment	72
Failure to complete homework	241
Fighting	23
Graffiti/Vandalism	37
Insolence	243
Lack of effort	277
Latecoming	51
Missing from class	667
Non-return of punishment exercises	350
Other	188
Swearing	62
Uniform/Dress	5

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The low number of praise referrals has resulted in the establishment of a school committee whose remit is to set up a system to raise the profile of the praising of pupils' work and to try to establish a culture of praise within the school.

As a direct result of the high number of referrals for missing from class, an extra attendance check was built into the school day. This has markedly reduced the number of such referrals this session.

Another committee has been set up to look into ways of coping with the referrals for disruptive behaviour, including the use of an isolation unit.

The same committee is to examine alternatives to the issue of punishment exercises as the data collected, combined with day-to-day experience indicate that the issue of punishment exercises is not effective in bringing about an improvement in behaviour.

B Analysis of the actions taken by principal teachers

The database also provides information about the actions of principal teachers when pupils are referred to them.

Action	Total Referred
Agreed to work at interval/lunchtime	20
Further punishment exercises	90
Interviewed	103
Monitoring of behaviour	105
Other	79
Punishment exercise issued	228
Referred to Guidance	848
Referred to SMT	527
Removed/Isolated	147
Verbal warning given	687

The huge number of referrals to guidance staff and SMT was a workload issue. Again, the problem of punishment exercises was evident. The table shows that over 300 punishment exercises were issued, with 90 of these being repeats.

C Analysis of the department/subject referrals

Comparisons of one department with another provide some interesting contrasts both in terms of totals referred and reasons for referrals.

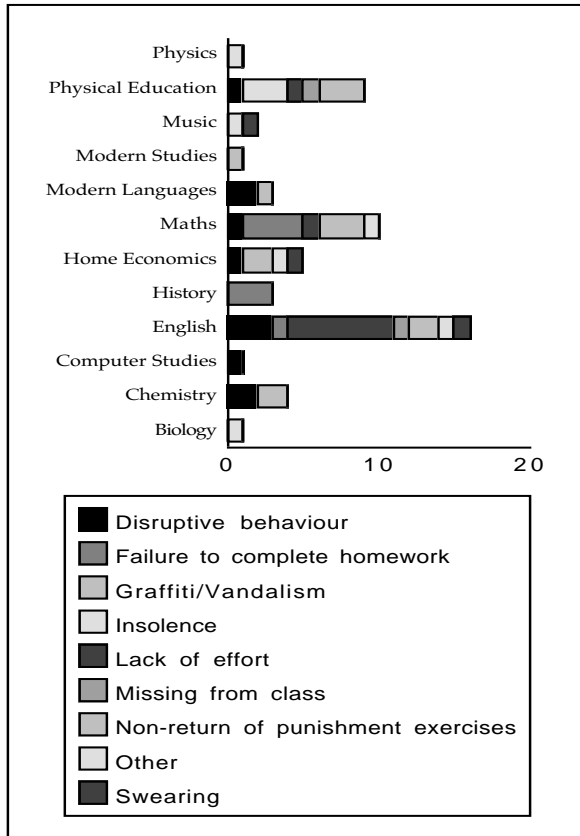
Department	Total Referred
Art	53
Biology	135
Business Studies	121
Chemistry	64
Computer Studies	184
Drama	43
English	522
Geography	44
History	47
Home Economics	110
Maths	405
Modern Languages	500
Modern Studies	40
Music	39
Physical Education	165
Physics	91
Religious Education	67
Technical	202

The reasons for the contrasts make for interesting investigation.

Reason	Bio	Chem
Commendation/Praise	1	0
Disruptive behaviour	20	30
Failure to do homework	34	5
Graffiti/Vandalism	1	2
Insolence	12	3
Lack of effort	23	3
Latecoming	2	0
Missing from class	19	9
Non-return of punishments	2	4
Swearing	5	5
Other	16	8

D Analysis of class patterns of referrals

The differing patterns of behaviour of the same class in different subjects provides a focus for discussion amongst the teachers of the class in order to improve class discipline.



Bar chart showing Class 2 referrals by subject.

5 Key Issues

In order to demonstrate any improvement in discipline in any school, it is necessary to have a yardstick by which to measure change. Without objective data it is difficult to counter the anecdotal, sweeping generalisations made by many staff when pupils' behaviour is being discussed.

The issue of classroom discipline is an extremely sensitive area in which to venture and the confidentiality of the information gathered was treated sensitively. Data which could be used to identify individual teachers remained strictly confidential to the headteacher and depute headteacher. All teachers were assured that none of the information obtained would be used in any staff appraisal or disciplinary procedure. There is no evidence that staff have been inhibited from making referrals during this project.

Analysis of this database has enabled the staff to take a much closer look at the causes of indiscipline and to set about improving pupils' behaviour in a positive manner.

The school is in the third year of this project. If the data collected continues to be useful in improving discipline, the project will be continued.

6 Developments

Several developments have taken place as a result of the evidence supplied by the database:

- the realisation that there is no evidence to continue with the issue of punishment exercises in order to improve behaviour;
- the realisation that pupils are not being praised for completing tasks or for good behaviour led to the establishment of a committee to work on establishing a culture of praise;
- differences among departments led to a formal dissemination of good practice in the ways in which departments promote positive discipline;
- a statistical analysis of the correlation between referrals for disruptive behaviour and reading age has initiated a scheme to raise literacy levels.

Key Questions

- 1 How extensively are referrals used in your school? How do you know?
- 2 Are pupils referred for the same kinds of reasons?
- 3 Is there variation in referral rates among departments/subjects?
- 4 How is good practice in promoting positive discipline shared amongst your staff?

Chapter 10

Positive Approaches to Behaviour in Banff Academy

School Facts:

type: 11-18 comprehensive
size: 1100 pupils
staff numbers: 73.5 FTE
length of time HT in post: 5 years
location/catchment area: small towns/rural
physical environment: 1960s building
part of area/cluster group: yes
% of pupils entitled to free school meals: 7.5%

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1 Background to the Development

The information given below is taken from the introduction to draft proposals provided for staff in early 1997.

"In Banff Academy we have been using a very comprehensive referral system which is excellent at identifying and recording indiscipline but has unfortunately one simple failing ...

'... it doesn't have any effect.'

(Banff Academy Teacher)

Our system does not change pupil behaviour. The threefold increase in exclusions from 1993 to 1996 would be one indicator of this. Where behaviour has been changed it has been due to the efforts of various staff working with a pupil. It has not been due to the discipline system

A review of the literature on pupil behaviour shows that this is not a failing on our part. Such systems don't work!"

Our interest in positive approaches can probably be traced back to 1993 and the introduction of the referral system mentioned above. Perhaps it was a necessary stage in whole school development but, from 1993 - 1997, more and more of the staff in the school came to realise that the system was simply not producing change in pupil behaviour. Instances of misbehaviour and conflict were probably increasing rather than decreasing. In some cases the staff reaction was to request even more severe sanctions and/or a more standardised approach to sanctions across the school. However others began to question the whole approach and realised that a more fundamental review was required.

The result was the formation, in 1996, of the Working Group on Positive Approaches to Discipline (The word 'behaviour' was subsequently used instead of 'discipline' as it was considered more 'positive'. In fact the group is probably now called the 'Positive Approaches Group'). Membership of the group was drawn from across the school in order to get a mix of staff with different subject backgrounds, length of teaching experience, etc.

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- 2 Principal Teachers (Subject)
- 2 Principal Teachers (Guidance)
- 1 Assistant Principal Teacher (Subject)
- 1 Senior Teacher (Subject)
- 1 Teacher
- 1 Rector

2 First Steps

The group initially carried out three tasks.

- A survey of staff opinion on the effectiveness of the system in operation at the time.
- A review of literature and research on positive approaches to discipline.
- Visits to three schools which had introduced positive behaviour systems. (The schools were Inverness High School, Forres Academy and St Machar Academy. Two members of the group also interviewed the former Rector of St Machar Academy).

This background spadework convinced the members of the Working Group that a positive behaviour system was the way forward for Banff Academy. This was reinforced by the HMI during their inspection of Banff Academy (published March 1997).

“Behaviour around the school was mostly good. However, staff were aware that the existing discipline system was limited in its effectiveness and generated too much paper. The school has consequently embarked upon a promising initiative to develop a more positive discipline system”

(HMI Report p2).

3 Convincing Others

Before considering some of the ‘nuts and bolts’ of the system it is worth outlining some of the steps taken before implementation.

- problem identified
- working group set up
- visit schools, survey staff, background reading
- feedback to staff at PAT session
- proposals in draft to staff
- proposals discussed at PAT session
- staff feedback
- amended proposals sent out to staff
- further feedback and amendments
- in-service day used for awareness raising
- minor amendments following feedback
- proposals outlined at parents evening for parents of new S1
- information sheet out to parents of new S1

- time for staff to discuss implementation
- implemented with S1 - August 1997
- proposals outlined at parents evenings for parents of pupils in S2, S3 and S4
- assemblies held to introduce topic to pupils in S2, S3 and S4
- tutors and guidance staff give details to pupils in S2, S3 and S4
- implemented with S2, S3 and S4 from October 1997.

It should also be remembered that a huge number of informal contacts took place between those on the Working Group and other staff. These interactions probably informed the final procedures as much as the more formal meetings.

4 The New System

a) Catch them getting it right

This probably became the phrase most closely associated with the development of positive behaviour in Banff Academy. It was one of the principles’ used by the working group in devising the scheme. Others included

- all youngsters can succeed and school can make a difference
- teacher behaviour influences pupil behaviour
- everyone makes mistakes and can learn from them
- pupils need regular and immediate feedback
- good discipline is best promoted by an ethos of success
- avoid giving attention for negative behaviour.

b) Positive rewards

All pupils in years 1-4 are issued with a Praise Card containing 30 blank spaces for stamps. There is also a row of spaces where stamps are worth 5 ‘points’. It is the responsibility of the pupils to carry their card at all times. Staff have been issued with a stamp.

1	2	3	4	5	6
7	8	9	10	11	12
13	14	15	16	17	18
19	20	21	22	23	24
25	26	27	28	29	30
					Well Done!
5	5	5	5	5	5

Teachers - Remember to initial the space under stamps

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Staff reward positive behaviour such as:

- i) working well
- ii) significant contribution to classwork
- iii) clear co-operation
- iv) producing a piece of quality work
- v) working hard on homework
- vi) significantly improved work or behaviour or effort

Pupils regularly update a chart in their tutor class to show the details on their card. The tutors check for accuracy. On completing a set number of cards the pupils are issued with certificates.

3 cards	Bronze Certificate	issued by Tutor
6 cards	Silver Certificate	issued by Assistant Rector
10 cards	Gold Certificate	issued by the Rector

Pupils take the certificate home with a letter for their parents. Awards are recorded in the pupil's Record of Achievement. New Praise Cards are issued to pupils at the start of a session.

If it is deserved staff may choose to stamp the cards of everyone in a class during the course of one period. However the working group suggested stamping six cards in a period. This was certainly not a hard and fast rule but an attempt to get over the idea that stamps should be routinely and freely given.

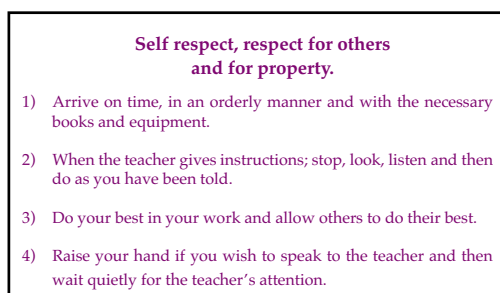
The spaces worth 5 'points' are for use with classes where virtually all pupils behave and work well. The aim is to cut down on the amount of 'stamping' required of staff.

For pupils who contribute to the school or support the school outwith the classroom a system of certificates called 'blues' has been introduced. These were awarded for the first time at the end of session 1997/98.



c) Class Rules

It was agreed that there should be four rules plus one overarching principle. These are displayed in each room



d) Misbehaviour

In the system there is guidance given on dealing with serious misbehaviour but the outline below is aimed at the vast bulk of disruption ie persistent low level misbehaviour.

- i) First misbehaviour. The teacher draws the attention of the pupil or the class to the problem. This may be a look, saying the pupils name, stopping in mid sentence, visual signalling, etc. We described this as 'early intervention'.
- ii) Second misbehaviour. The pupil's name is written on the board and the broken rule identified.
- iii) Third misbehaviour. A tick is placed beside the name.
- iv) Fourth misbehaviour. The pupil is sent to a partner room. The parents receive a letter from the school.

Partner rooms are often within the same department but this need not be the case. The aim is to get the pupil into a room with another year group.

The pupil is given a 'removal form' and a task when he/she is sent from a room. The teacher in the partner room simply signs the form, notes the time, and sets the pupil to work.

At the end of the period the pupil returns to his/her teacher. Whenever possible time is taken to discuss the misbehaviour.

The removal form is sent to the School Office where the information is converted into a letter to be sent to the parents.

5 Evaluation

Although it is early days the overall feedback would seem to be extremely positive. Certainly there are still difficulties and problems. As you work through a system there will always be aspects overlooked or not anticipated! However:

- a) by the end of January, 22 pupils had already achieved 'gold' (16 from S1 and 6 from S3). The Working Group anticipated that the first gold awards would be presented in May;
- b) removals average about 4 per day with 6 on a bad day and 0 on a good day. Under the previous system it was not unknown for 30 pupils to pick up "house reports" in one day;
- c) most pupils get the message when their name is placed on the board;

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- d) there was a formal evaluation of staff opinion carried out in November 1997. The vast bulk of the feedback was positive:

For example

To what extent do you think your pupils have responded to praise?

	rarely	frequently	not sure
S1	1	45	4
S2	1	39	8
S3	1	40	12
S4	2	34	17

"I find this system easy and getting easier"

"I have been pleasantly surprised by the very positive effect of the new system."

Other comments highlighted difficulties:

"Danger of neglecting pupils who have always behaved well"

"I sometimes feel pressurised to stamp".

"With S4 used to a different system it is not so easy".

"A small number of pupils are dismissive of the praise system".

Further guidelines have been issued to staff to try to help with the first three concerns. Pupils dismissive of the system are in S4 and we have decided that we should concentrate on S1 - S3.

- e) pupils have not been slow at giving their comments where they see (or perceive) inconsistencies. A formal evaluation was carried out in March and this was the main concern.

6 Issues

- We will need to work on consistency across the school. This applies to praise and sanctions.
- How do we continue to motivate those who have achieved 'gold' without demotivating those who see the collection of stamps as a race which they are losing?
- The 'tone' of the school has visibly improved. Can we sustain this? There is a danger that many pupils are seeing the system as a stamp collecting exercise and are not making the connection between stamps and improved behaviour/performance. If/when the

novelty wears off we will face difficulties if we have not succeeded in establishing a genuinely positive climate in classrooms.

- It has now become obvious that a change in staff attitudes/action is required before you get a change in pupil behaviour. We need to make praise and a positive attitude a fundamental core of classroom ethos - then pupils respond and staff can "catch them getting it right". As a class teacher it is difficult to keep this going in the early days of a new system.
- In some really good examples of best practice staff are linking praise stamps to pupil targets (sometimes behaviour but increasingly in organisation and attainment).
- Increasingly questions about the system concern removals from class rather than praise. Should this be a cause for concern?

7 Conclusion

Meeting of Positive Approaches Group - January 1998

Rector

"Now that the system has been in operation for a few months we can see that it has brought clear benefits for the school and I would like to thank you all for your hard work in this initiative".

Teacher No 1

"You forgot the final sentence. The one which starts"... and your Christmas bonus ..."

Teacher No2

"Well my Christmas bonus has been the improved behaviour of the pupils".

Everyone agreed.

Key Questions

- Is your referral system effective? How do you know?
- Banff Academy involved staff pupils and parents in the planning stages of their new strategy. Which aspects of their programme would be helpful if your school were considering a similar initiative?

Chapter 11

The Development of Home-School Partnerships to Support Positive Behaviour

School Facts:

type: 11-18 comprehensive
size: 1,070 pupils
staff numbers: 83FTE
length of time HT in post: 5 years
location/catchment area: town/rural
physical environment: mixed
part of area/cluster group: yes
% of pupils entitled to free school meals: 6%

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1 School Context

Hawick High School serves the town of Hawick and surrounding villages and farmland. The school has a very comprehensive mix of pupils and caters for a large number of pupils with Special Educational Needs from Hawick and further afield. The staff are very committed and most parents are supportive of their children and of the school, while some pupil and parent aspirations have been traditionally rather low.

Employment opportunities in the local area are currently very poor due to the recent decline of the predominant local industries of textiles and agriculture. Average wage levels are low and the level of post-school qualifications amongst the adult population is less than half the national average. The return rate of pupils to S5 and S6 has been low, but is now rising, as are the numbers going on to Higher Education. A significant percentage of leavers attend the local further education college post 16. The school enjoys good relations with parents and the local community and has an active School Board and Parents in Partnership Group.

2 Introduction to the Developments

Staff consultation and audit with regard to behaviour a few years ago indicated that:

- the large majority of pupils behaved well in class
- a small minority was significantly disruptive
- a further minority was at risk of being influenced adversely by the latter group
- some pupils were under-achieving through lack of aspiration.

A number of whole-school initiatives has arisen from this:

Chapter 11 - Hawick High School

- the discipline policy was revised to effect a greater emphasis on appropriate curriculum and teaching methodology, consistency of approach and classroom routines and a shift towards pro-active promotion of positive behaviour.
- a home school partnership card was introduced
- a student organiser was developed
- a joint statement on supporting positive behaviour was produced in collaboration with local primary schools
- a school Behaviour Support Group has been set up working towards a multi-agency approach

This case study focuses on two of these initiatives.

3 The Home-School Partnership Card

The Card, which is carried by all S1 and S2 pupils in their Student Organiser, focuses on:

- Punctuality
- Preparedness for class
- Attention to work in class
- Non-disruptive behaviour

The above behaviour patterns were carefully selected, based on SCRE research. Consultation with Guidance staff, Principal Teachers and all staff as well as parents of prospective first year pupils, took place to ensure that there was a consensus regarding the aims.

The desired outcomes are that most pupils will have a 'clear' card to show their parents each week and that they will obtain sufficient credits to obtain Gold, Silver or Improver awards every two months.

Guidance staff collect and examine cards every week, making comments where appropriate to individual pupils or parents, and a running total of 'credits' is maintained by the Year Head.

The rewards for pupils are various:

- receiving regular praise from Guidance staff, tutor and parent
- the personal satisfaction of having clear cards
- the knowledge that good effort and behaviour is valued and rewarded
- the creation of a better learning environment.

Material rewards were considered, but these were not felt to be in the spirit of the development of a sense of individual responsibility. Eligibility for school excursions, discos, etc, however is based on having a good record of credits.

The form is titled "HAWICK HIGH SCHOOL" at the top, followed by "SECOND YEAR" and the school crest. Below the crest is the title "HOME AND SCHOOL PARTNERSHIP". There are four rectangular boxes for text entry, labeled "PUPIL:", "TUTOR GROUP:", "TUTOR:", and "GUIDANCE TEACHER:".

4 Informing Parents of Potential Problems

Where a number has been blocked out, this is an indication that expected behaviour has not been achieved. If numbers are regularly highlighted, guidance staff will note this and interview the pupil and, if necessary, arrange detention accordingly. Where a pupil is to be detained after school, parents will always receive at least 24 hours notice. If particular problems persist, parents will be invited to school for discussion with guidance staff or AHT.

The expected behaviour patterns are:

- 1 arriving promptly at the start of a lesson
- 2 being prepared for work with all the correct books and equipment

- 3 paying close attention to instructions and concentrating on work
- 4 allowing others to work

5 Aims of the Partnership Card

The stated aims of the Card are:

- to enhance the partnership between Home and School by keeping parents informed on a daily basis of the attitude to work and behaviour patterns of their child in school
- to foster a more positive attitude to learning in younger pupils by recognising and regularly rewarding good work, good attitudes and behaviour
- to encourage staff to adopt a consistent approach to classroom management
- to improve learning and teaching for all children
- to raise levels of motivation, aspiration, expectation and performance
- to encourage pupils to reflect on their work and behaviour patterns and to take more responsibility for these
- to encourage parents to take a very active interest in the daily progress and behaviour of their child through examining the card, commenting, praising and signing the card
- to encourage parents to maintain close contact with the school, by commenting in writing on the card or by responding to the child's guidance teacher
- to afford Guidance staff opportunities to offer regular praise to individual pupils or to class groups, as well as to identify potential problems at an early stage.

6 Summary

Evaluation and review have been on going, formally and informally through staff meetings, discussion with parents and pupils and a major parent survey. These have shown that the introduction of the Home-School Partnership Card has, on balance, been successful, in particular in strengthening the links between parent and pupil and teacher, but the initiative requires on-going review and amendment.

Issues which require follow up are:

- maintaining high profile and greater acceptance amongst S2 pupils
- maintaining high profile of parents at start of S1 and during S2
- maintaining consistency of use amongst staff
- reviewing the reward system
- giving the card a more positive feel and putting greater stress on praise and 'credits'.

The card has been incorporated in to the Student Organiser carried by each pupil. This has enhanced the notion of the card as an integral part of accepted school routines.

7 The Student Organiser

A small ring binder was introduced for S1 pupils in August 1996. This contained the Partnership Card, 'welcome to the school' pages, diary dates, homework diary pages and other school and departmental information.

This was extended in August 1997 into an improved version with notes and target sections, parent comments sections, full homework diary and strong ring binder with the school logo on front and was given to every pupil in the school.

The organiser has two central purposes:

- 1 To help all students learn more effectively. For example, students can:
 - plan and maintain a record of work
 - note, organise and complete homework
 - monitor their own progress and attendance
 - record achievements
 - keep a file of information issued.
- 2 To provide a link between home and teacher. For example, students ought to:
 - show parents the Organiser each night
 - ask parents to review progress
 - request that parents note comments in the Organiser
 - reply to comments from teachers
 - use the Organiser as a starting point for discussion about school.

At the same time we encourage parents to:

- ask to see the organiser each evening
- assist in maintaining it as a record
- write comments to the teachers
- bring it to parents' evenings
- read the information on school routines.

8 Evaluation - May 1998

Parent responses indicate widespread support for the Student Organiser in almost every respect, indicating that it helps their children to be organised in schoolwork and homework and keeps the parent in touch with school. Most parents looked at the Organiser at least weekly (93% in S1 and 78% in S2)- No S1 parent thought that it should be discontinued and only 6% of S2 parents felt that it should not be continued.

Pupil responses indicate that a large majority in both years think that the Student Organiser has helped them to keep a note of homework deadlines and to be more organised in their schoolwork and homework. Most pupils thought that the Organiser should continue to be available each year as they progressed through school. They are less sure as yet that the Organiser has helped their parents keep in closer touch with their schoolwork and homework.

Staff responses showed that a large majority consider that the organiser helps pupils to be organised with regard to homework and class work. No teacher wished the Organiser to be discontinued. Staff were less clear about the level of involvement of the parents with their child's Organiser and varied greatly in the frequency with which they used the Organiser to communicate with individual parents. Practice regarding routine use of the Organiser in the classroom also varied amongst staff.

In summary, the introduction of the student organiser appears at this early stage to be a positive step towards enhancing the learning process for many pupils and improving the partnership between parent, pupil and staff. However, further development is needed in respect of frequency and consistency of use amongst pupils and staff.

9 Implementation Issues

A number of issues still require further discussion and development, including:

- embedding the routine use of the Organiser in the classroom
- encouraging greater use by staff of the Organiser as a means of dialogue with parents
- improving the layout of the notes sections
- maintaining a higher profile with parents in all years
- selling the idea more vigorously to pupils in the later years
- finding more robust ring-binders!

Key Questions

- 1 How does your school strengthen links between staff, pupils and parents?
- 2 How are pupils supported in their approach to homework?

Chapter 12

Action on Ethos

School Facts:

type: 11-18 secondary
size: 530 pupils
staff numbers: 50 FTE
length of time HT in post: 9 years
location/catchment area: rural
physical environment: large attractive campus
part of area/cluster group: yes
% of pupils entitled to free school meals: 6%

Keith Grammar School

School Road
KEITH

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Contact: Brenda Gifford

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ELGIN

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Contact: Donald Duncan, Head of Service

1 Background

This Case Study outlines the way in which staff, pupils and parents of a small rural secondary school and its associated primary schools worked together to develop a consistent, cohesive and positive approach to reducing minority low-level bullying and negative behaviour.

It describes a range of strategies used to enhance whole school ethos and raise levels of pupil attainment by promoting positive behaviour both in our schools and in the community.

Keith Grammar School is a small rural secondary drawing from a predominantly farming community. The school shares a large and attractive campus with Keith Primary, a split-site school of similar size to the Grammar and Ogilvie School which caters for a small number of children with special needs. Pupils from Ogilvie School will be fully integrated into mainstream education on the campus by December this year. The Area Support Group (ASG) also includes six small primary schools ranging in size between 18 and 70 pupils approximately.

2 General Aims

In recent years, the Grammar School had recognised and acknowledged the disturbing and disruptive effect low-level bullying behaviour by a small minority of pupils was having upon classroom and whole school ethos and subsequently upon levels of achievement.

When enforcement of the normal discipline procedure failed to achieve improvement, it was clearly time to change direction and focus upon more positive action and tangible reward. Communication and co-operation were required - pupils, parents, teachers and

non-teaching members of staff from primary and secondary sectors had to share common expectations and convey the same message for change. Staff, parents and pupils considered “What kind of place a classroom should be” and “What kind of place school should be” and a new set of positive school rules and classroom conduct emerged. These are prominently displayed in classrooms and also feature in school publications and pupil diaries.

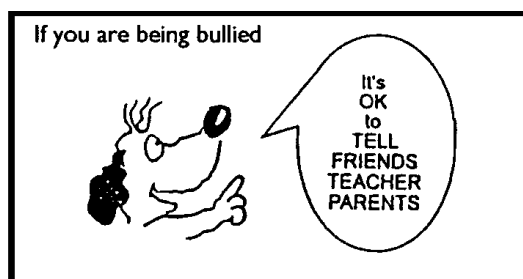
STANDARDS OF BEHAVIOUR	
BE PRODUCTIVE	Work hard in class Make sure you do your best. Check your work. Revise Regularly
BE CONSIDERATE	Treat other people well. Listen to others. Wait your turn. Look after things.
BE POLITE	A smile is better than a frown Ask, don't take. Don't interrupt.
BE SAFE	Walk on the left in the corridors. Take care with the swing doors. Learn and keep the safety rules in practical classes. Take care when travelling to and from school.
BE FAIR	Give everyone a chance
BE PREPARED	Bring all you need to school.
BE ON TIME	For the start of school each day. For each class. Organise your work so that assignments are handed in on time.
BE SENSIBLE	If you are worried about something tell: your tutor or your guidance teacher or your class teacher.
ASK FOR HELP IF YOU NEED IT!	

‘Be Cool - not Cruel’ became the slogan and this along with the logo, also designed by the pupils, now adorns all anti-bullying literature and communications.



A Promotion of Positive Behaviour Group comprising teachers, principal teachers, parents, a local minister and an assistant rector was formed with three clear aims in mind:-

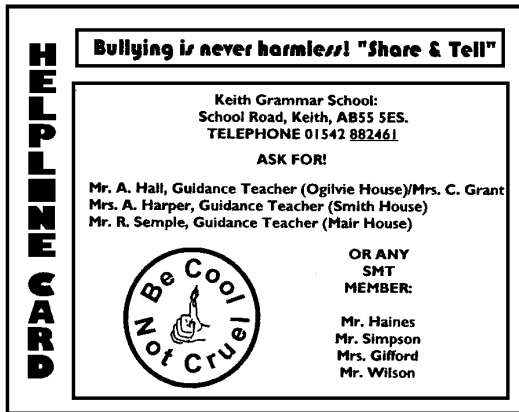
- a to review the current anti-bullying policy, to co-ordinate the consultation process and to produce the final document.
- b to evaluate and further develop current strategies for the promotion of positive behaviour throughout the school.
- c to propose further strategies for future development plans.



3 Methods and strategies employed to keep the momentum going

The development group met regularly during Planned Activity Time and also during PPD sessions as a working policy group. The draft policy document was distributed to staff and completed following the consultation process. Primary ASG colleagues agreed to adopt the policy in its entirety and also to adapt materials for use in the primary sector. The ‘Be Cool - not Cruel’ logo was considered to provide a powerful focus for Social Education work on Anti-Bullying and Relationships, the Guidance Team reported that lots of pupils chose to use it on poster work. An anti-bullying pupil questionnaire continues to be used to monitor pupil experience.

Individual laminated Cool-Cards are issued to all primary and secondary pupils. These can be passed to teachers, guidance staff or deposited into a ‘Cool-Box’ situated outside the Assistant Rector’s Office. Pupils are then contacted discreetly so that any problems can be discussed confidentially.



Information leaflets for parents and pupils, devised by the group were considered to be a valuable resource and should be issued annually to:

- a new S1 parents
- b new S1 pupils
- c any new pupils entering school (at any stage) and would be added to all Induction Packs
- d new members of staff, teaching and non-teaching
- e visiting teachers on part-time or short-term contracts
- f all non-teaching members of staff

New pupil diaries containing a set of positive school rules also served as a method of communicating positive achievements to parents and of recording 'House Points' by means of stickers issued by staff. Points are awarded for progress in a number of areas, including behaviour and achievement, as well as for service to the school. Achievement was further recognised during Awards Ceremonies at the end of the summer term, where success in all its forms was celebrated.

4 Issues and Problems Identified

- Regular surveys are essential in order to monitor current situations - information must be gathered from all ASG families in order to gain a community perspective.

- Data gathered from questionnaires must be collated and systems for feed-back put into place (this is a time consuming process and must be built into development plans).
- Momentum and interest must be maintained and procedures revised and communicated annually.
- Effective use of praise should be an integral part of effective learning and teaching and should not be over burdened by restrictive administration.

5 Strategy

The Senior Management Team recognise the importance of extending the life of the development group which will continue to monitor progress and inform future development plans. The inclusion of parents in this group has proved most helpful.

PAT sessions and In-Service Training days will be used to create flexible meeting opportunities. Time is being created for the Guidance Team to meet with tutors, by SMT members taking House Assemblies on a more regular basis. We are aware that we need to see anti-bullying and promoting positive discipline as a continuing element in our development plan.

6 The Message

This Mission Statement is extracted from our Anti-Bullying Policy and conveys our commitment to a positive school ethos.

Statement of Purpose

We recognise the right of the individual to basic human dignity in a safe environment.

We strive to promote a climate of understanding based on mutual respect and consideration for others.

We pride ourselves on being a caring school which aims to provide equal opportunity for all, irrespective of gender, racial, ethnic or religious differences; a caring community where all work together and treat each other with respect.

Chapter 12 - Keith Grammar

We openly recognise bullying as being a problem. Our aim is to share information and act upon it. We actively pursue a culture which encourages children and adults to "SHARE & TELL" their fears.

Our mission is to tackle bullying wherever it exists and to challenge the view that bullying is an inevitable feature of school life and experience.

7 Evaluations/Suggestions and Experiences

Evaluation is carried out via annual pupil and parent questionnaires and staff audit.

Parent commitment to the scheme is confirmed by the 75% response received from the 800 families surveyed. A 3% overall reduction in the number of bullying instances recorded may indicate that the "It's O.K. to Tell" message is beginning to have a positive effect but it is clear that generating an overall improvement in whole-school ethos is a long term commitment. The many inter-related issues which influence ethos will have to be identified, considered carefully, co-ordinated and integrated into departmental and school development planning.

We have made a positive start, recognising that there are things we can do as a school to combat bullying and develop a positive ethos. The involvement of the whole school community is vital and we are especially pleased at the ready participation of parents in our work.

Key Questions

- 1** Are you satisfied with the way in which your school tackles bullying?
- 2** How do you involve parents in tackling bullying?
- 3** How do you encourage pupils to report bullying?
- 4** Which features of Keith Grammar School's approach are relevant to your own school?

Chapter 13

Promoting Positive Behaviour in Kincorth Academy

School Facts:

type: 11-18 comprehensive
size: 825 pupils
staff numbers: 64 FTE
length of time HT in post: 6 1/2 years
location/catchment area: city
physical environment: Suburban Council Estate
part of area/cluster group: yes
% of pupils entitled to free school meals: 7%

Kincorth Academy

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Contact: Jon Mager, Assistant Director

1 The School

Kincorth Academy serves the south of Aberdeen. It has a very comprehensive mix of pupils, some 60% coming from local authority housing and 40% from private housing. The school has a Special Needs Base attached to it. The staff are very receptive to initiatives when they are perceived to be of benefit to the pupils. Parents are usually supportive of both their children and the school, but sometimes parental expectations of pupils are low. Employment opportunities for parents are good, with low levels of full unemployment. Occupational classification surveys indicate a very low percentage classified as professional status and a high percentage as skilled/partly skilled manual workers.

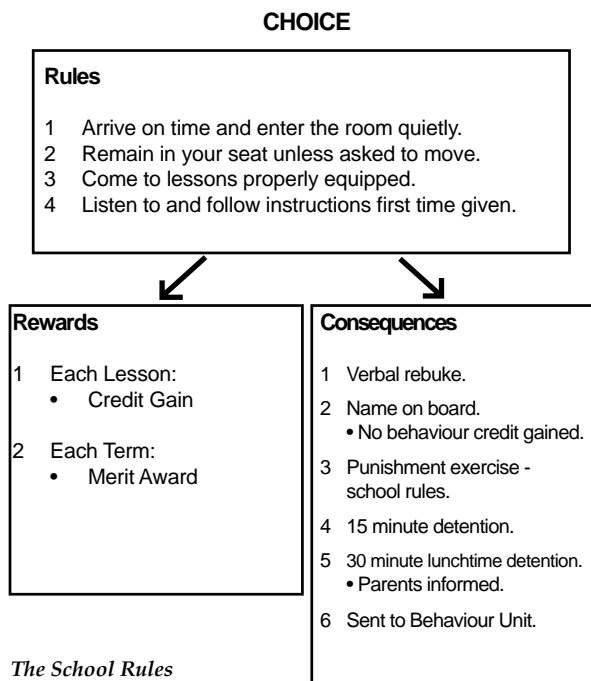
2 Discipline Focus

We wished to adopt a more consistent approach to behaviour management across the school, and to reward endeavour and good behaviour. It was hoped that by promoting positive behaviour pupils would feel encouraged to behave appropriately and to achieve their best. This might in turn lead to a reduction in minor indiscipline. We believed that all of those in the school community should be involved; and that the initiative was closely related to ongoing work on the ethos of the school and effective teaching and learning.

Planning and preparation was extensive and involved visiting speakers; visits to other schools; the resourcing and delivery of a staff development programme; the creation of a rewards committee and the production of a new discipline policy.

Pupils were consulted about school rules and sanctions and all parents were asked to contribute their views (many did so). We tried to emphasise that the new policy was about promoting achievement for all pupils and giving pupils a clear but concise statement of rewards and sanctions related to their behaviour and effort.

The result was that a rewards system was set up to encourage good behaviour and endeavour. It was based on pupil credits for each pupil in S1-4 in each of their classes. A code of conduct and 6 classroom rules were drawn up, and pupils gain credits based on these.



The School Rules

The discipline policy was and is clearly based on promoting the use of praise and celebration of achievement in the classroom, in assemblies, and in parental newsletters.

3 Referrals and the Behaviour Unit

For minor or persistent indiscipline the class teacher records the incident and action on a Pupil Conduct Card. For more serious incidents a teacher can refer a pupil to the Duty Rector through the Principal Teacher. Each department, having discussed pupil behaviour and achievement, gives a weekly return to the AHT with House responsibility. A detailed log is kept by the Guidance Staff and appropriate action

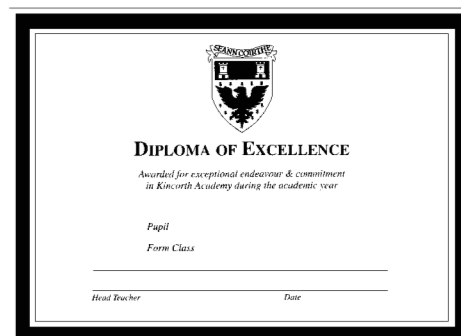
taken. The system has highlighted the need for staff to access classroom management skills training.

A behaviour unit was set up within the school, and two members of staff volunteered to staff it (as 1.0 FTE). This unit removed disruptive pupils from class quickly; often preventing further disruption of the class.

Referral to the unit became an important alternative to exclusion, and the staff involved quickly developed the unit to help pupils identify problems they had at school, to work on strategies for dealing with difficult situations, and in general to discuss the modification of disruptive behaviour. A clear, structured procedure for the recording and reporting of indiscipline was set up; the Guidance Staff having a crucial role in this.

Entry to the unit is controlled by the Assistant Headteachers working in conjunction with Guidance and Behaviour Unit Staff. A maximum of 5 pupils are in the unit at any one time.

The main cost in setting up the discipline/rewards systems has been in terms of staffing - (1.0 FTE out of our normal staffing budget) - and in buying in rewards and merit certificates. It was the original intention to offer the most successful individuals and classes extra rewards such as a class outing; but so many pupils gained merit certificates that this proved to be impossible! Instead, those pupils who achieve a particularly high number of merit certificates are given a "Diploma of Excellence".



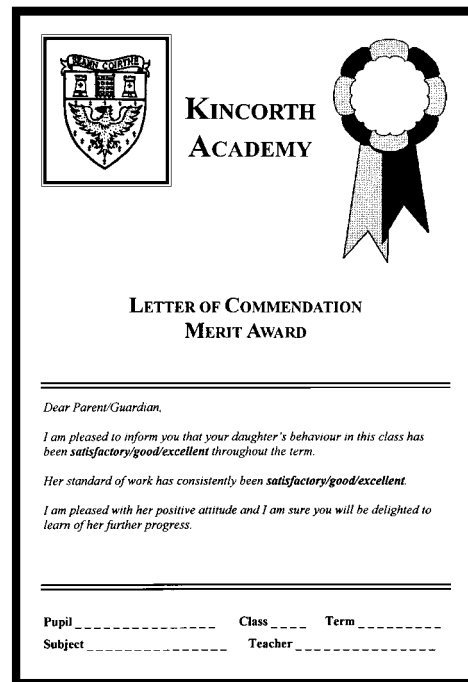
4 Outcomes

Each year the rewards committee evaluates the rewards system and produces statistical information about rewards. This is reported to Senior management, along with the committee's recommendations for the following session. In addition, teachers have been asked for their views about behaviour management issues within the school; and the information gained used to modify the system.

The school's involvement with behaviour review groups in the authority has also helped us to evaluate the success of the programme. This review group has been set up within the Local Authority with representatives from all sectors of education working closely with the Psychological Services and the Social Work department with the remit to draft an Authority Behaviour Management Policy.

Our exclusion rate has dropped significantly. The number of pupils gaining merit certificates has been incredibly high. In 1996-97 out of about 680 pupils in S1-4, there were only a handful who received no merit certificates at all. The small number of pupils who do not get certificates are encouraged and supported within the Behaviour Unit and the SEN Base. Each child is encouraged to set targets for improving behaviour and to think about his/her achievements in and out of school. If placed on a Daily Behaviour Report on his/her readmission to class he/she is encouraged to look positively on the purpose of the Daily Report - they are set targets for each period and praised by the monitoring Guidance Teacher when these short-term targets are overtaken. This praise is shared with the parents who are encouraged to reward such success.

The statistical information provided by the rewards has helped in our own self-evaluation; it also comes in useful when working with disruptive children as the merit certificates give the teacher something positive to build on.



A Merit Certificate

Visitors often comment about the purposeful and pleasant atmosphere in the school, and the rewards system has definitely helped this. Relationships between staff and pupils are mostly very good; again the discipline and rewards system have played an important part in this.

The number of rewards/merit certificates remains very high. One new development in session 1996-97 was that we held a "coffee morning" rewards ceremony for S4 pupils as a result of their comments about being uneasy about collecting "Diplomas of Excellence" at a year group assembly (they felt in S4 that these were too old to do this).

5 Key Issues

The use of praise and a rewards system can be very useful and worthwhile in promoting positive discipline and building good relationships between staff and pupils; but it must be applied as consistently as possible.

It must, however, be part of a wider approach to creating a positive school climate that promotes

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effective teaching and learning and achievements for all.

Our clerical staff developed a spreadsheet analysis of data per teacher, per subject, per form class and per year group on Excel. This has proved invaluable and this year a member of the computing department is working on a programme to allow all staff to input achievements individually.

We are now in a position to have meaningful and ongoing discussions about behaviour management issues and would like to see an integrated approach throughout our ASG; an approach that allows for early intervention as well as support for those who behave inappropriately at school.

If staffing were available we plan to implement the next stage of development in relation to our Behaviour Unit. It would grow from a "Remove" to a unit which could meaningfully consider the modification of behaviour with close inter agency co-operation and a more pro-active early interventionist role in the school.

Staff development and induction are vital to the success of the whole project.

Key Questions

- ① To what extent does your own school celebrate the achievement of all pupils?
- ② How do you balance assertive discipline with promoting positive behaviour?
- ③ How do you continually praise staff effectively in the classroom?
- ④ How do you build positive pupil staff relationships?
- ⑤ What evidence is there in your school to suggest that positive behaviour strategies enhance your school ethos?

Chapter 14

The Positive Praise Programme in Turriff Academy

School Facts:

type: secondary
size: 685 pupils
staff numbers: 57.47 FTE
length of time HT in post: 7 years
location/catchment area: rural town
physical environment: 1970s building
part of area/cluster group: yes
% of pupils entitled to free school meals: 38%

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1 The Origins Of The Development

At Turriff Academy the origins of our Positive Praise Programme went back for about a year prior to the scheme being put into operation (Session 1995-96) and came about for two main reasons. Firstly the school, via the Year Heads (AHTS + DHT) monitored the number of punishment exercises which were being given out by staff and discovered that one department had rarely, if ever, given one out. Secondly, the Rector attended a national conference on 'Promoting Positive Discipline', after which he actively began to consider, along with the SMT, the need for positive praise and the need to praise pupils at the Academy. We believed we already had a positive culture, but wanted to extend it.

Subsequently the school held two seminars in the spring/summer term of 1996-97 one for principal teachers and one for non-principal teachers which clarified 3 aspects of what already existed at the school:

- there was already widespread use of praise and reward which was often informal and part of staff's normal relationship with young people although there were varying schemes being practised;
- there was widespread support for tackling this at a whole-school level;
- there was a perceived need, by staff, for INSET support.

The upshot was threefold:

- The staff Development Committee was asked to prepare a programme of INSET on promoting

positive behaviour which would boost staff confidence in implementing such a scheme, provide some practical ideas and give strategies which the school and departments could use as a starting point.

- The Rector asked the AHT Guidance and the existing 'Support for Pupils Group' to develop a praise/reward programme that would suit the following Turriff Academy criteria:
 - it would be an easy to operate and a low maintenance model;
 - it would be easy for pupils to understand and take part in;
 - it would be easy to accredit;
 - it would be based on the school's existing structures;
 - it would not require monetary rewards.
- The Pupils' Council was consulted and involved in the creation of the scheme to promote pupil ownership.

Staff consultation ensured that:

- the whole school was involved in the initiative;
- the programme would be developmental;
- the initiative would have a number of different but complimentary strands;
 - 1 supporting classroom teachers;
 - 2 praise/reward pupils;
 - 3 running in tandem with the School's emerging SEBD initiative, the Inter-Agency Team and other 'support for pupil' systems already running in the school.

The SEBD (Social Emotional and Behavioural Difficulties) Initiative is the developing work being undertaken by the school support team to help pupils with difficulties in this area.

The Inter-Agency Team meets monthly and consists of the Guidance and Learning Support staff and representation from social work, community

education, adolescent health and psychological services. The meetings comment on pupil case studies in an effort to provide appropriate support and referral routes.

2 The Project Itself

The agreed aim of the initiative is to:

"Encourage excellence in pupils' performance and behaviour by praising pupil achievement and attainment in all the experiences they are offered at Turriff Academy."

The idea behind the project, as stated earlier, was to make it easy to understand, easy to operate and low in maintenance. After consultation, the idea of using a sticker-based system to acknowledge positive pupil behaviour, attainment and achievement and to offer praise, met with general agreement. Initially the scheme was designed to work with S1 and S2 pupils in session 1997-98 with the hope that it will be developed further up the school in the following sessions.

When a pupil requires positive behaviour, achievement or attainment to be acknowledged in the opinion of staff, the member of staff involved issues an appropriate sticker which the S1/2 pupil inserts in the designated pages of his/her homework diary. (The Academy designs and produces its own homework diaries for all pupils.) Stickers are awarded to pupils who, because of their own effort and ability, have earned these in the opinion of the teacher who feels that their positive behaviour, attainment and/or achievement should be recognised within the classroom and beyond.

Termly, House Tutors, at registration ask pupils to total the stickers they have accumulated in their homework diary. As well as acting as individual praise points for each pupil they also represent one House Point which is accredited to the appropriate House at the House Championship at the end of each session. Praise points for individual pupils are enumerated on PSE report cards to parents -

as an initial more general acknowledgment of these - although, in time, they may be attributed to the appropriate subjects on subject report cards. As the scheme progresses, letters of recognition of exceptional praise may be sent home to parents.

Departments were issued with sample stickers, prior to the launch of the scheme with generic comments such as “well done”, “excellent” and with generic logos: “thumbs up”, “tick” etc. They were also given the opportunity to customise up to five stickers of their own with their own logos and statement up to a maximum of 9 stickers per department. Interestingly departments responses to this varied from one generic sticker per department to a selection, some with a specifically “subject” oriented leaning.

Some examples:



Art and Design

Guidance Unit



Modern Languages

Music



All stickers have a departmental code as well as the message and logo so pupils, parents and staff can tell from a glance in a pupils’ homework diary who has issued the sticker. The use of the

homework diary as the sticker repository aims to encourage pupils to place more value in their homework diary. Principal Teachers have been provided with re-order forms to request replacement stickers as they are used up.

In their Support Pack, departments were issued with generic criteria which they could use as a guide when awarding stickers. These criteria were:

- one piece of work that demonstrated quality;
- work that demonstrated quality consistently;
- significant service to the member of staff/ department/ Academy;
- significant improvement in work or behaviour.

3 Launch Of The Scheme

Turriff Academy places a high value on effective communication and ensuring that the school community and parents understand what is going on and the respective parts all have to play in all its aspects. There is now a fairly routine, but highly effective “launch” mechanism for initiatives, policies and suchlike. The launch of the positive praise/reward scheme adhered, in general, to this procedure!

- 1 Policy papers issued to Departments along with sticker order form packs.
- 2 Briefing meetings for staff were held at P.A.T.
- 3 It was the subject of a leading article in the monthly “School Report” double page column in the local newspaper.
- 4 Assemblies were held for first and second year pupils with reinforcement in PSE lessons via the Guidance Team.
- 5 The scheme featured in school newsletters and a report to the School Board.

Evaluation of the scheme was a commitment from the start via the pupils’ council, staff and pupil

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surveys, via PSE feedback and through the support for Pupils Group with a view to extending the scheme into S3 and S4 and ultimately to the Senior School.

4 Finally

The scheme is up and running successfully. Departments have been surveyed as to the number of stickers awarded to particular classes in years 1 and 2 and the response has been very favourable. From the start, staff were encouraged to invest in the scheme and a heavy emphasis was placed on it being a success. Principal Teachers, in particular, were encouraged to take a lead role in ensuring that the programme was implemented as effectively as possible within their departments. Guidance staff regularly check homework diaries to source and enumerate stickers before having a dialogue with the pupil concerned. In the future, praise stickers may be linked to the criteria, used at present by all staff, to award endeavour and academic prizes at the end of each session.

As a follow-up to the issue of generic criteria with which to award stickers, departments have been encouraged to design their own criteria within the scope of these and to date 11 Departments have responded positively designing criteria for staff use and in "pupilspeak" for the classroom wall (copies overleaf). While the following quotation refers to a very different activity, taken out of context, it could be seen as apposite!

"But screw your courage to the sticking place,
And we'll not fail."

(Macbeth I. VII.)

Schools wishing to develop a similar programme may wish to consider the following:

- an audit to determine any informal praise/reward systems that already exist in their motivations;

- staff development sessions to establish the need for/ viability of developing such a programme;
- including such a programme in the school's development plan - selecting the model to be used;
- the process used to implement a praise/reward programme, its launch, development and (most importantly) how to finance and maintain it;
- a meaningful review of the process.

Key Questions

- 1 How do you monitor the effectiveness of your present discipline system?
- 2 Parents of pupils at Turriff Academy regularly receive positive comments about their child's performance. Does your school communicate a balanced view of pupil performance to parents?

Chapter 15

The Partnership Support Base and Positive Discipline

School Facts:
type: 11-18 comprehensive
size: 700 pupils
staff numbers: 56 FTE
length of time HT in post: 9 months
location/catchment area: rural town
physical environment: modern building
part of area/cluster group: yes
% of pupils entitled to free school meals: 18%

Calderhead High School
Dyfrig Street
SHOTTS
01501 820050
Contact: Bill Campbell, Headteacher

North Lanarkshire Council
Municipal Buildings
COATBRIDGE
01236 812229
Contact: Archie Ferguson,
Education Adviser

1 The origins of the development.

The new Partnership Support Base at CHS was conceived as part of a cohesive strategy by the new Headteacher and his staff to raise achievement by identifying and supporting individual pupils who were finding difficulty in some areas of the curriculum.

In common with many schools, Calderhead High School already had a unit where pupils with behavioural difficulties could be accommodated. However the arrival of the new HT coincided with a desire to widen the scope of the base.

The new Partnership Support Base would:

- Provide a supportive learning environment for groups and individuals who were experiencing difficulty with specific areas of the curriculum.
- Allow outside agencies to work in tandem with school staff in supporting vulnerable pupils.
- Supplement the school's existing IT resources, in departments and the library, by providing access to base resources for pupils from a range of subjects, where access to additional staff or IT would be available.

2 Setting up the base

An area behind the stage was identified and refurbished to house the new base. Funds were sought from a range of sources.

Because the base was to be used after school as a Supported Study area, it qualified for a grant from the Prince's Trust. The Local Authority also contributed a substantial amount and the rest was found from

within the school's own budget.

Initially staff and pupils worked together to clear the area so that it could be refurbished. Power track was installed, the area was painted and carpeted and suitable furniture was added.

Pupils using the base enjoy a bright, well - resourced learning environment. There are individual study carrels equipped with computers and printers, a central area for group work and storage and retrieval facilities for pupils' work and resources such as CD Roms.

3 Staffing

The base is staffed 30 periods a week. The day to day operation is the responsibility of a recently appointed PT Guidance who is available every day at period one and after lunch. She checks that pupils have registered with their class and that all school procedures are complied with. Staff from Learning Support and other departments are on duty throughout the week. They provide a range of expertise in different subjects, including Science, History, English and Modern Languages. They also provide support for learning across the curriculum. They meet to review pupils' progress. At present such meetings are informal, but it is hoped that the school will be able to timetable them next year. All staff who work in the base have a special interest in pastoral care and pupil welfare. They work closely with class teachers to ensure that pupil progress is paramount, while providing specialist support and advice to the pupils in their care.

In addition, Network Support staff visit the base in an advisory capacity once a week. After Easter a Network Support teacher will be timetabled to work in the base one afternoon a week.

4 Criteria for pupil use of the base

Pupils use the base for a number of reasons. They are referred as individuals by class teachers via Principal Teachers when the class teacher feels that the pupil is not responding well to the normal classroom situation.

This may be because of behavioural difficulties or because the pupil is unable to access areas of the curriculum due to specific learning difficulties. It may also be because the pupil has been absent and needs some space to catch up with the rest of the class.

Such pupils are referred to the base and a decision is taken on whether they should be admitted and when.

Pupils are not sent directly to the base by class teachers. If they are to use the base for a number of periods per week, a date is set for review, when progress will be evaluated and the pupil may then return to class.

Calderhead High School	
PARTNERSHIP SUPPORT BASE - Action taken on Referral	
Pupil:	Name.....
	Class..... House.....
Inclusion:	Yes/No
	Partial.....
Reason (if "No")	
Review Date	
Signed	Date

They come in small groups to use the IT facilities in the base. In some classes, a visit to the base is part of a reward system for good work and progress; in others it is done on a rotational basis so that the whole class will use the base in the course of a year. The IT facilities in the base supplement those in other areas of the school such as the library. By affording class teachers the opportunity to send small groups for supervised work on projects and investigations, the base widens access to IT for pupils throughout the school.

Small groups may be extracted from a particular subject in S4 if it is decided that their continued presence in class would lead to exclusion from school. These groups then do work on their other S grades instead of going to classes in the original subject. They are also given assistance with work on their Record of Achievement. For a group of pupils in the present S4, the base has acted as an alternative to exclusion. It has allowed the school to withdraw them from one subject where they were exhibiting challenging behaviour and to concentrate for an additional 3 periods a week on their other subjects. Had the base not been available, we are in no doubt that the boys

would have been excluded from school on more than one occasion.

5 A typical day in the base

On a typical day, the base accommodates:

- Period 1 A group of 10 S4 boys withdrawn from Modern Languages who complete work outstanding from other subjects. They also work on their English Folios and Maths investigations.
- Period 2 Two pupils extracted from PE. One works with SFL specialist on Lifeskills package, one studies chemistry. A group of S4 boys work on Modern Studies and English. A first year pupil uses IT resources to improve his level B in English and Maths.
- Period 3 A small group of S2 History pupils who use the CD Roms for their project work
- Period 4 A fifth year pupil who has 'dropped' a subject works on her Record of Achievement. 5 pupils in S2 use 'Probe' software to assist with their option choices. Two first year pupils extracted from Art continue with their class work in the Base.
- Period 5 A group of senior pupils use Plan It and Progress.
- Period 6 A group of pupils from S3 English who use Encarta and similar software while working on their informative essays for English.

6 Monitoring and evaluation

The progress of each pupil is carefully monitored each period he or she uses the base. Work is sent by class teachers and returned to them for marking, so that they are fully aware of the pupils' progress. Each pupil has a record of work which is filled in every period. Work is set and monitored by the staff in the base

according to the class teacher's instructions and pupil needs. Since the base has been in operation for a few months only, formal evaluation is not yet in place. However early indications are that it is highly regarded by staff and pupils alike, as it provides a focused and professional service for those requiring specialist learning or behavioural support as well as an additional IT resource for the whole school.

7 Partnership with parents

When a pupil is referred to the base for behavioural reasons, and a decision is taken to accept the pupil, parents are informed and invited to visit the base and discuss their child's progress with staff. This has resulted in increased parental interest in pupil progress as well as support for the work of the base.

8 Involvement of outside agencies

Staff from Social Work, Community Education and Psychological Services visit the base regularly to liaise with school staff on the progress of individual pupils.

Key Questions

- 1 The Partnership Support Base at Calderhead involves parents, outside agencies, school staff and a wide range of pupils. Are there any features of this approach which would support positive behaviour in your school?
- 2 The work of pupils who use the base is closely monitored. Would such monitoring support vulnerable pupils in your school? How could its use be implemented even if a school had no specialist base?

Chapter 16

Promoting Positive Discipline: A Local Authority Approach

1 Background to the development

As part of the National Initiative on Promoting Positive Discipline, announced by the Minister for Education in November 1996, the City of Edinburgh was asked, as one of the four City Councils, to nominate a small number of schools where good practice in the area of Positive Discipline could be identified.

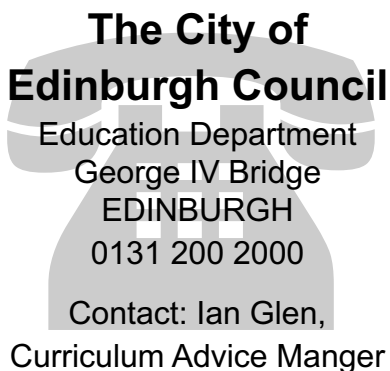
One of the schools in this category was Tynecastle High School, who then went on to make a presentation at the National Conference in January 1997. Tynecastle High School later became the first school to feature in the set of case studies published as part of the national programme.

After the Conference the City put in place a number of strategies to support the promotion of positive discipline throughout the Authority.

- a A working group was set up to oversee the initiative
- b A questionnaire was sent to schools to audit existing practice
- c A conference on Promoting Positive Discipline was held for all schools in the Authority

2 Remit and Composition of the Working Group

The working group comprised the Curriculum Advice Manager, the Adviser in Guidance, a Professional Services Manager, a Principal Officer - Equalities Education, a Senior Educational Psychologist, an Educational Psychologist specialising in Behaviour Management, and representatives of Primary, Secondary and Special Schools.



**The City of
Edinburgh Council**
Education Department
George IV Bridge
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0131 200 2000
Contact: Ian Glen,
Curriculum Advice Manger

Its remit was to oversee the authority's approaches to positive behaviour.

3 Audit of Current Practice - Questionnaire to schools

The Working Group asked schools to report on their current programme of positive discipline and behaviour management. A brief, easy to complete questionnaire was developed which asked for straightforward information from schools.

Seventy four percent of the 115 schools who responded had already introduced a programme and in 54% of schools it was already well established, while in another 30%, development was under way. Schools agreed that an Authority seminar on positive discipline would be helpful and asked the Authority to consider developing its own discipline 'package.'

4 Development and implementation

The Seminar was held in May 1997. The keynote address was delivered by Professor Munn and a number of schools presented case studies of their own initiatives. There was discussion on the key elements of a successful policy. The results of the questionnaire, showing what programmes were under way in each school, were distributed to delegates and later to all schools. Representatives from Psychological Services addressed the seminar, outlining their work in supporting positive behaviour. Delegates also discussed ways in which the Authority might take the initiative forward.

After the seminar, an abstract of current practice identified in schools was produced for interested parties outwith the Authority.

The Working Group met several times to consider how the authority might move forward. The group gave further consideration to the development of an in-house package on positive discipline. It had been clear from the questionnaire responses that positive behaviour arose from a very wide range of initiatives,

approaches and circumstances rather than from a single methodology. It was felt that the preparation of a 'framework', indicating the many that can support positive behaviour, would be more helpful to schools.

• EDINBURGH •
THE CITY OF EDINBURGH COUNCIL
DEPARTMENT OF EDUCATION

QUESTIONNAIRE ON POSITIVE BEHAVIOUR

1. Has your school introduced a programme of positive discipline / behaviour management? Yes No Planned

2. If "Yes" or "Planned" please give some further details:

(a) Approximate date of introduction _____

(b) Outline of the scheme _____

(c) Training provided _____

(d) Is it based on a commercial package (if so which)? _____

(e) Is it a cluster or school initiative? cluster school

(f) How would you describe the stage of development of your scheme? well established good practice underway and improvements noted at the staff development stage

3. Do you think an authority seminar on discipline would be valuable? Yes No

What items would you particularly like to see on the programme of such a seminar? _____

4. Do you think the authority should develop its own 'package' on discipline? Yes No

What items of content would you particularly like to see in such a package? _____

The time you have taken to complete this brief questionnaire is greatly appreciated. Please return to Ian Glen, Curriculum Advice Manager, George IV Bridge, Edinburgh, EH1 1UG

school _____ date _____ signed _____

5 Draft Framework for Positive Behaviour

In November 1998 the Council published a draft 'Framework for Positive Behaviour', which provides schools with a comprehensive overview of the principles and practice of promoting positive discipline throughout establishments.

The document sets out clearly the principles behind good behaviour management strategies, then sets out three levels in which policy can be put into practice, namely at whole school, individual classroom and individual pupil.

The document acknowledges that all three levels are important. There are clearly policies and practice which require a strategic approach by the school as a whole. These are listed below.

Whole School Approaches

- a A whole school Positive Behaviour Plan
- b Partnership with Parents
- c Anti-bullying strategies
- d Pupil Representation/Involvement
- e Ethos and the School Environment
- f School Grounds and Behaviour
- g Equal Opportunities
- h Attendance and Attainment
- i Personal and Social Education
- j Circle Time

It is also vital to develop and implement policies for the day to day reality of classrooms. These include involving pupils in decision-making about rules, rewards and sanctions and raising awareness among staff of the vast amount of material now available on classroom management and promoting positive behaviour.

Classroom Approaches

- a A Classroom Charter
- b Classroom Management

The Council recognises, however, that some pupils will require individual support and guidance. Effective whole school and whole class strategies reduce but do not eliminate the need for help and advice for individual pupils. The 'Framework' document lists the following areas:

Supporting Individual Pupils

- a School Support Systems
- b Multi - Agency Support Systems
- c Flexible Curriculum Arrangements
- d Behavioural Assessment
- e Anger control
- f Mentoring
- g Peer Mediation
- h Solution Focused Brief Therapy
- i Counselling

6 Monitoring and Evaluation

A second questionnaire will be sent to schools during 1999. The results will provide a comprehensive

evaluation of progress to date throughout the Authority. Over and above this, the authority regularly considers schools ethos and behaviour management within its School Review programme. In line with national concerns, the authority has separately evaluated each school's policy on Anti-Bullying.

7 Next steps

It is hoped that the 1999 survey will result in a follow-up document to the 'Framework' describing good practice within the authority in the area of behaviour management.

The Authority is considering how it might best make good practice information in general available to schools.

Potential distribution channels include:

- a Access via the Internet
- b A 'hotline' offering advice and support
- c A booklet containing details of the initiative and exemplars of good practice