

The Complete Resource File for Behaviour Management in Schools

Comments from teachers who have used Peter Galvin's modules for in-school training:

'Excellent, puts a new light on our most challenging pupils'

Deputy Head, secondary school

'Makes classroom management more "do-able"'

Primary school teacher

'A well-organised model of classroom management that will help us get better behaviour from our pupils'

Secondary school

'Some really practical advice from a sound theoretical base!'

Primary head

'A real insight into why some children behave as they do and why they haven't responded to my usual strategies'

Primary school teacher

Written by a highly experienced educational psychologist with over 30 years experience of delivering behaviour management solutions to schools, *The Complete Resource File For Behaviour Management in Schools* empowers any school, primary or secondary, to set up its own tried and tested behaviour management programme for a fraction of the cost of consultancy-delivered training.

This indispensable whole-school resource provides expert guidance and instruction covering 30 modules dealing with all aspects of behaviour management from whole school policy to classroom management. Each module is organised around four key constructs: communication, motivation, correction and organisation, and detailed advice is given on the crucial areas of classroom practice, pupil support, staff support and monitoring and evaluation.

Areas covered include but are not limited to:

- classroom management, dealing with difficult classes, working with supply teachers and TAs
- corridor behaviour, bullying, lunchtime behaviour
- individual behaviour programmes
- staff support and wellbeing
- pupil anxiety, stress and anger management
- auditing, planning and data analysis.

All modules are on a CD-ROM containing over 900 PowerPoint slides. Each slide is accompanied by background notes, overviews and hints and tips to aid delivery. A durable ring binder also accompanies the CD-ROM providing detailed background notes to explain the theory. Vignettes and case studies drawn from schools of all types illustrate successful intervention and an overview of each module offers summaries, guidance on age appropriateness and examples of the desired outcomes of each module.

The Complete Resource File for Behaviour Management in Schools is suitable for any primary or secondary school and some SEN schools. Aimed at school leadership teams as well as other interested individuals within the school such as child protection coordinators, SEAL and SENCO coordinators, this resource provides an effective, proactive and indispensable behaviour management programme.

Peter Galvin is currently working as an educational psychologist for North Yorkshire County Council. He is hugely experienced at working with schools to develop individual support plans and online training materials to cope with pupils with behaviour problems. He has acted as Consultant to the DfES on the National Programme for School Leadership Behaviour and Attendance and has previously acted as Director of the Positive Behaviour Research Project for Leeds LEA.

Sample

The Complete Resource File for Behaviour Support in Schools

Peter Galvin

Sample

First published 2013
by Routledge
2 Park Square, Milton Park, Abingdon, Oxon OX14 4RN

Simultaneously published in the USA and Canada
by Routledge
711 Third Avenue, New York, NY 10017

Routledge is an imprint of the Taylor & Francis Group, an informa business

© 2013 Peter Galvin

The right of Peter Galvin to be identified as author of this work has been asserted by him in accordance with sections 77 and 78 of the Copyright, Designs and Patents Act 1988.

All rights reserved. No part of this book may be reprinted or reproduced or utilised in any form or by any electronic, mechanical, or other means, now known or hereafter invented, including photocopying and recording, or in any information storage or retrieval system, without permission in writing from the publishers.

Trademark notice: Product or corporate names may be trademarks or registered trademarks, and are used only for identification and explanation without intent to infringe.

British Library Cataloguing in Publication Data

A catalogue record for this book is available from the British Library

Library of Congress Cataloging in Publication Data

[CIP data]

ISBN: 978-0-415-68762-1

Typeset in Helvetica
by FISH Books

Contents

<i>About the author</i>	<i>vi</i>
<i>Acknowledgements</i>	<i>vii</i>
<i>About this resource</i>	<i>viii</i>
An introduction to the training materials	1
Organization of the materials	1
Staff training and the school improvement process	2
A brief history of school improvement	3
Readiness for organizational change	5
The context of the training materials – the well-organized school	7
Training as a learning activity	14
Notes for the presenter on using this resource: running a training programme	23
Who delivers the training?	23
How is the training delivered?	24
Using data to target training	24
Monitoring and evaluating the impact of training	25
Supporting skill development after the presentation	28
Example evaluation form	29
Example action plan for delivering a training programme	30
The behaviour training audit	31
Instructions on using the audit	32
Training modules ‘at a glance’: a summary for presenters	37
<i>References</i>	<i>69</i>

About the author

Peter Galvin has worked in the field of behaviour in schools for more than 30 years. He began his career as a psychiatric nursing assistant in an adult and child psychiatric unit, became a teacher in special education and then retrained as an educational psychologist. Since then he has worked in the UK and other countries as a provider of training in the area of pupil behaviour. He has lectured at Leeds and Nottingham Universities and taught summer school in the USA. He has worked for national government and UNICEF on a variety of projects including the National Programme for School Leadership in Behaviour and Attendance.

If your school needs further help and support in maximising the impact of this training resource, please contact the author through his website: www.completeresourcebehaviourtraining.co.uk.

Sample

Acknowledgements

The author would like to thank all the teachers and colleagues in Leeds and North Yorkshire with whom he has worked. He would like to thank members of the Positive Behaviour Project in Leeds who contributed to some of the presentations in this resource. He would also like to thank North Yorkshire County Council for their support in the development of these materials.

Sample

About this resource

Pupil behaviour and a school's ability to effectively manage it remains a source of stress and concern for staff, pupils and parents alike. Although Ofsted reports that behaviour is satisfactory in the majority of schools, experience at grass roots level suggests a somewhat different picture. This training resource is designed to support schools in becoming more efficient and effective in promoting positive pupil behaviour by enhancing staff skills through the process of training and support.

The message in this resource is a simple one – it is possible to positively impact on pupil behaviour even when external community and family circumstances would seem to militate against this outcome. It is not to say a school can make things perfect but it is clear a school can improve on what it 'is given' – the school's intake. Schools can add value in the area of pupil behaviour. This introduction makes this case in the context of school improvement research. These training materials are designed to be a part of a school improvement process.

Sample

An introduction to the training materials

This resource is intended for use in both primary and secondary schools. Each training module indicates which tier is most appropriate for delivery and Table 1 on pages 15–19 indicates which group/s of staff would benefit most from accessing the training.

The materials have been developed by the author over a number of years and all have received positive feedback from the schools. Mostly they were developed following requests from schools for their educational psychologist to deliver a training session or number of training sessions to address a specific need the school had identified. As the number and range of these materials increased to the current number of 30 modules it became sensible to organize the materials into a clearly understandable structure.

In addition to the structure, it was found to be helpful to schools to have a mechanism for determining which of the modules would be most appropriate for the school. Schools within the same catchment area, even with apparently similar socio-economic circumstances, can have quite different needs and hence different training requirements. The behaviour training audit on pages 33–36 enables staff to identify which training modules are relevant to their school.

No set of training materials is value free. Each session that is delivered in schools will have been designed by a professional or set of professionals who have, at best, a clear set of ideas about what getting good behaviour entails. Sometimes these ideas are based on research evidence about what works in schools, although it must be said that such evidence-based practice may be the exception rather than the rule.

In other cases, the content of training and the way in which it is delivered is determined by the creator or presenter because that is the way s/he thinks it should be. These materials are a combination of both. As suggested above, they have been used in schools and schools report they work in an output and outcome context (more of this later). They also represent the experiences and beliefs of the author, who has worked in the field of what might broadly be called behaviour management for many years and in a number of roles ranging from teacher in a special school to work for national government and countries around the world.

Organization of the materials

This introduction describes how the author has organized these materials in the way that they are presented here.

The training modules are, at the broadest level, organized around three key areas:

- the whole school
- the classroom or group
- the individual pupil.

In addition to these levels, these training materials are most appropriately understood in a context of:

- school improvement
- schools as learning organizations
- the (behaviourally) well-organized school
- staff skills and staff support through training.

The next section of this introduction considers each of the first three of these areas, beginning with school improvement. The last area is discussed in detail in the final part of this introduction.

Staff training and the school improvement process

Staff training and the school improvement process have been consistently identified as 'going hand in hand'. But experience tells us that this relationship has not always been a happy one. Many hours of training have not always had a positive impact on schools. Often, training has proved an effective way of spending the school's budget but an ineffective strategy for bringing about a desired improvement.

These training materials cover a wide range of options related to pupil behaviour. Because the resource covers a range of options, no one area is given exclusivity and no one area is covered in great depth. This gives schools the opportunity, even the incentive, to 'add value' to the training by making it fit exactly with school needs. This is achieved when the individual school develops the content in a way that is most helpful to the school's individual (perhaps even unique) improvement process. With this in mind, a school should, throughout the presentations, encourage staff to consider and note what further research or follow-up might be needed to facilitate the improvement process.

The juxtaposition of the training materials, as offered, and the specific needs of the school is more likely to lead to a synergistic initiative that has greater impact on practice than if a 'heavily prescribed' set of training materials are delivered without due consideration of the uniqueness of the setting and the people- staff, pupils and parents within it.

These materials are firmly located in the notion of schools helping themselves to improve rather than in the context of mandated, national improvement initiatives. This is perhaps fortunate because much of the external support – local advisers, school improvement partners and national strategies – on which schools have relied in the past, no longer exist. Ofsted now judges a school on its capacity to bring about *self-initiated* improvement. Schools must more often do things for themselves based on their own self-evaluation.

The presentations in this resource on *Data Analysis* (Module 28) and *Self-review* (Module 29) emphasize the importance of such on-going evaluation in the area of pupil behaviour and that favourite concept of conservative governments – discipline (now also associated with 'safety' and well-being and, from our previous government, the development of social and emotional skills). The performance of a school in these areas can change very rapidly. A school that might be performing well one year can find results quite different the next. With 'light touch' inspections in some schools happening only every 5 years, schools must be capable of monitoring its own performance and taking steps to improve where necessary.

In an era when the current government talks in terms of responding to local demands or needs or of responsive services delivered at the point of need, these materials offer schools the opportunity to identify their own (and therefore owned) school improvement strategy. In the context of this resource this means how training needs are identified and how to deliver the identified training in a manner that fits not only with identified needs but also with the culture of the school – that is, training is chosen and delivered in a manner which has been shown to be effective in a specific setting in the past. More specifically, making training effective means paying attention to the following areas:

- How is it decided that a particular focus is appropriate at this time?
- Who decides it is?

- Who delivers the training (a senior management person, a cooperative venture between a number of staff)?
- How is the training delivered (during a training day, at lunchtime or after-school sessions)?
- How is the training supported and monitored and further developed after the initial training event?

This introduction will say more later about effective training; that is, training that has a lasting impact on the school.

A final point: this introduction uses the term ‘training’ for the obvious reason that this resource is a collection of training modules. It is suggested that effective training is an important form of staff support. However, it is *not* suggested that delivered training is the only form of staff support, as will be made clear in the module on staff support and staff well-being. Schools committed to the concept of supporting staff to be the best possible managers of pupil behaviour will consider and offer a variety of support options. This resource is simply one of the options that a school will wish to have available to staff.

A brief history of school improvement

As suggested, the development of these training materials has been based upon research into the area of school improvement. This broad area has been subdivided here into issues about school climate, school effectiveness and a school’s readiness for organizational change. In addition, the materials are embedded conceptually in the area of ‘schools as learning organizations’. Each of these areas is given a brief definition as they are represented in the literature.

An introductory thought for this section: as a general underpinning to these materials, it is fair to say that, although research tells us a great deal about the school improvement process, schools vary tremendously in their understanding and use of the process. Despite significant training for head teachers and huge amounts of money spent by central governments in delivering initiatives intended to ‘iron out’ differences, schools continue to embrace these attempts in different ways ranging from – you’ve guessed it – not at all, to whole heartedly. The impact is, unsurprisingly, similarly variable. The message in terms of these materials is – accept this variability but be clear about the desired impact in your school.

School climate

School climate is perhaps the least well defined of the four constructs referred to above. An examination of the literature on school *climate* can be frustrating, as Sackney (1988) says, despite the view among educationalists that ‘the construct *school climate* can be distinguished as a separate entity’ from school effectiveness and school improvement, ‘there is a lack of agreement as to the definition of the construct’. Given the apparently synonymous use of terms such as atmosphere, feelings, tone, culture, etc. it is perhaps not surprising that the term *climate* is a somewhat undefined one.

The brief definition used here is summed up by Halpin and Croft (1963): ‘Personality is to the individual what climate is to the organization’. Tagiuri (1968) defined climate as ‘the total environmental quality within an organization’. He sub-divided this into four parts. His dimensions are *ecology* (the physical and material components); *milieu* (the social dimension of people); *social system* (the patterned relationships in the organization) and *culture* (the belief systems, values, cognitive structures and meanings). It is relatively easy to recognize these

descriptors but less easy to identify and employ these factors in a school's individual improvement process.

School effectiveness

The construct of school effectiveness begins to firm up the concept of school climate. It is taken here to represent the research findings that relate to those factors which, when in place, increase the chances of a school having a positive impact on pupil outcomes in learning and behaviour.

School effectiveness now has a well-established history. It was not always the case. Galvin *et al.* (1990) wrote: 'In the 1960s the idea of schools being organized to improve their chances of getting good behaviour would have seemed either misguided or impossibly ambitious. Many educationalists would have been expressing their concerns about the inability of schools to make an impact on, or to improve the life chances of children. They would have probably subscribed to the, then popular, view that schools didn't make a great deal of difference and that what made a difference to the educational outcomes of pupils – both academic and behavioural – were factors like family background, community influence, early childhood experiences and the skills and attitudes of the individual pupils themselves. At this time the view was fundamentally that what 'emerged' at the end of the educational process (children's achievement and social skill levels) depended primarily on what 'went in' and that what happened 'in between' did not make a great deal of difference.'

By the 1980s, a number of key studies in the area of school effectiveness (Power *et al.* 1967; Rutter *et al.* 1979; Reynolds and Sullivan 1979; Mortimore *et al.* 1984) were beginning to present a fundamental challenge to this view, and a new set of beliefs became more dominant:

- Schools could and did make a difference to learning and behaviour outcomes.
- Some schools made more difference than others even though they may have had similarly disadvantaged or 'difficult' intakes.
- It was possible to identify the factors within a school that determined this difference and to harness them as a basis for change.

A wide range of such factors emerged from the school effectiveness studies, supplemented by the Elton Report (DES 1989) and these have been summarised by Galvin *et al.* (1990) as:

- good leadership at senior management level
- a healthy degree of involvement in planning and decision-making from staff, pupils and parents
- sensible (i.e. offering guidance without being overly prescriptive) and well-communicated policies and procedures for managing pupil behaviour
- strategies for helping staff to consider and develop their classroom management skills
- effective pastoral systems which give flexible support to those individual pupils and members of staff who are not succeeding within the established system
- mechanisms for considering and modifying, where necessary, the nature of the relationship between curriculum and behaviour
- systems for monitoring the effectiveness of all of the above.

These factors, to a greater or lesser extent, underpin the training offered in this resource. In effect, this research said that, for schools to make a difference, among other factors they had to be sure that they involved staff in making decisions, implemented these decisions, the effects of which were then closely monitored. However, school effectiveness, given its focus on those factors that made a difference but not the manner in which those factors were to be used, offered a somewhat limited platform for the delivery of the training process. Nevertheless this research was important as a starting point for the model of the well-organized school and the development of the structure of the training offered here.

School improvement

The term 'school improvement' is used here to indicate the *process* of improvement. If school effectiveness is defined as 'trying to find out *what* is to be changed in schools in order to become more effective, school improvement is concerned with trying to find out *how* schools can change in order to improve'.

There is considerable interest in the UK in the area of school improvement. The last government initiated several strategies: school improvement partners (SIPs); Schools Causing Concern; primary and secondary national strategies, and so on, which were designed to help schools 'improve'.

David Hopkins is typical of many writers who seek to explain the school improvement process. He says, 'Our own work in supporting a variety of school improvement initiatives suggests that the focus of instructional leadership needs to be on two key skill clusters (see, for example, Hopkins *et al.* 1996, 1999). These are:

- strategies for effective teaching and learning
- the conditions that support implementation, in particular staff development and planning'.

This latter area again sets the context for these training materials.

The underpinning of these training materials in relation to school improvement is further developed here with reference to two other aspects of the field – 'readiness for organizational change' and 'schools as learning organizations'.

Readiness for organizational change

These training materials operate in and contribute to the context of, what is sometimes called, the 'readiness for organizational change' literature. While 'readiness for change' is an important aspect of the use of the training materials, as suggested earlier, schools are not always confident that they can bring about a change in pupil behaviour. As in the school improvement literature, for many years schools regarded themselves as the victim of circumstances rather than the director of change. An area like disruptive behaviour in its many forms is particularly regarded by schools as an aspect of school life that is 'brought in from the outside' and as such largely uncontrollable. Consequently, those concerned with school improvement and more specifically staff skills development and staff support have been interested in the concept of 'readiness for change'. Simply, why does the same training have quite different impacts on two apparently similar schools? 'Readiness for change' will be relevant in the determining the impact of these materials.

Holt *et al.* (2007) describe 'readiness for change' as a multi-dimensional construct influenced by beliefs among individuals about a combination of four interacting variables: a) that

they are capable of implementing the proposed change (called change-specific efficacy); b) that the change is appropriate for the organization; c) that the leaders are committed to the proposed change and d) that the proposed change is beneficial to organizational members (called personal valence).

Each of the above factors is relevant to the success of the training process. In the case of the first construct, the training gives the school a mechanism to support the increasingly persuasive and pervasive view that schools can make a difference to the behaviour of its pupils. It increases staff confidence that, in Holt's words, they are 'capable of implementing change' because the available modules give a structure around which to plan the change process.

At the simplest level, the resource does this by rendering the complex area (of pupil behaviour in schools) accessible. That is it takes a complex area such as pro- and anti-social behaviour in schools and renders it actionable. The training resource allows a school to take small but significant steps towards solving identified problems. In the words of Thomas Harris (who wrote the book *I'm OK, You're OK*) in 1973:

A winner takes a big problem
And separates it into smaller parts
So that it can be more easily manipulated;

A loser takes a lot of little problems
And rolls them together
Until they are insolvable.

This resource teases apart the complex area of pupil behaviour so it can be more easily manipulated. Some schools do the opposite; they see this whole area as massive and overwhelming and ultimately 'insolvable'.

The second construct – that the change is appropriate for the school – is addressed by the fact that the focus for change is based on the school's own assessment of need from the training audit which, in turn, may be based on other behaviour data collected by the school.

The third construct – that leaders are committed to the change – becomes relevant in a training context because it will be the school leaders choice to engage in this process of training and support. This choice will call for a level of commitment on their part that is mindful of the time and effort required to first, carry out the audit and then, more importantly, act upon its results.

Finally, the fourth construct – that the proposed change is beneficial to organizational members – is similarly addressed by these materials. In that the data (what might be called a 'profile of need') can and perhaps should be generated by members of the organization, there goes with it a reasonable assumption that, in a sense, there is something for me in this process, a chance to have my say and influence what happens in the school from the review onwards. In this way, members of the school believe that the process will be beneficial to them and engage (if practicality issues are properly addressed) enthusiastically in the review process.

Schools as learning organizations

A hallmark of effective training or continuing professional development (CPD), as it is referred to in the following sections, is an ethos in the school of lifelong learning and development.

'Schools as learning organizations' offers a final and important perspective on the context for these materials. As with the area of school climate, no one agreed definition of a learning organization seems to exist. Cibulka *et al.* (2000) suggest that it has been described as 'having the organizational capacity to restructure problems' or 'the detection and correction of error'. For the purpose of these materials a school, as a learning organization, is one that commits to a, primarily self-governed, process of improvement through the collecting of its own relevant data, acting upon these data and then monitoring through the same or additional data the impact of its decisions. It learns both from its mistakes and successes and engages in a continuous cycle of doing things better and getting better results, however defined.

Silins *et al.* (1998, 2002) have identified four dimensions that they believe, from their research, characterize schools that are learning organizations. These characteristics are an essential backdrop to the use of this resource. The key factors from developments in the area of learning organizations which directly inform both the philosophy and structure of the training are:

- Trusting and collaborative climate – staff engage in collaborative work, sharing information, communication.
- Taking initiatives and risks – staff support experimentation, feel valued for taking initiatives.
- Shared and monitored mission – staff participate in decision making and review, there is a coherent sense of direction.
- Professional development – the school draws on available (within the school) knowledge and skills to improve performance.

It is suggested that those responsible for the organization and delivery of this training keep the above areas in mind. Having these factors in place will make a significant difference to the school improvement process as represented by the use of these materials.

The context of the training materials – the well-organized school

As already suggested, any training resource is not value free. In his work and in recommending to schools the merits of this particular set of materials, the author has been, wherever this is practical, at pains to describe to interested schools the model and set of values and principles upon which the materials are based. The advice has been starkly simple – if you like the model you will like the training materials, if you do not find the model of intervention or of the well-organized school, as it is called in this section, a credible representation of life, or at least your aspirations for life, in your school, then do not engage in training activities based on these materials.

This section will describe the model of the well-organized school on which these materials are based. The model of the well-organized school in this resource has, as its foundation, all of the previous sections of this introduction. This model is described in order that these materials can be understood in its theoretical context.

The model of the well-organized school

The three-tier model, which has already been briefly described and on which these materials are based, was first described by the author in *Building a Better Behaved School* (Galvin *et al.*, 1990). The model suggests that schools can be more easily understood (as it applies to pupil behaviour) by considering its effectiveness and efficacy at three levels:

1. The whole school.
2. Groups, as represented by pupils and staff in classrooms, corridors, yards and play-grounds, within the whole school.
3. Individuals within the groups.

Page XX of this introduction shows how all the modules in this resource relate to this three-tier model.

It is suggested that considering the complex issue of pupil behaviour within these three areas will empower schools in an aspect of school life in which they frequently feel disempowered. Reducing the complexity to the three levels above increases a school's confidence in this challenging area. This will, in turn, increase its capacity for organizational change.

The model is represented in diagrammatic form in Figure 1 on page 11.

If this model of the well-organized school were considered as a three-horizontal dimensional matrix then running through each of these three levels are four constructs:

- communication
- motivation
- correction
- organization.

These four areas are briefly defined below.

Communication

Communication is a broad construct that covers many aspects of how well a school functions. For example, communications systems within a school will determine how well consulted or informed people feel they are, how included or valued they feel they are and how clear they are about their roles and responsibilities.

In a behaviour context the quality of communication will determine whether all members of the school communicate clearly about the required levels of behaviour (for pupils) and performance (for staff). A school needs to agree what a desirable level of performance or behaviour is at each of the levels – for all members of the community, for specific groups and for identified individuals who may be struggling to achieve the required levels, the latter in the form of individual education or behaviour programmes. The process of defining a desirable level is based on the process of communication between all parties.

A school's written behaviour policy is another aspect of communication. It will describe the parameters within which it is expected that all members of the school community will operate. It will be the elastic band that holds the structure together. As with an elastic band, it will be capable of expansion and contraction depending on any given circumstances. With its derivation from the school's mission statement and values, it will set the tone for the school's approach to behaviour management and will be consistent with the notion that these are the

kind of pupils we are seeking to develop. This policy will form the bedrock on which decisions are made about expectations of group and individual behaviour.

At a group level, communication might take the form of expectations of behaviour in the classroom or classroom rules while, at the individual level, they would be defined by the clarity and relevance of which individual targets are set. All of these three levels should link together, just as the remaining three constructs in this model would be required to do.

Motivation

While the process of defining what is expected of members of the community is the first essential piece of the jigsaw, a basic requirement of the well-organized school, it is not the only piece of the puzzle. When a democratically agreed description of good behaviour has been agreed, the next challenge is to motivate as many of the above groups as possible to achieve these levels. Pupils do not always grant adults an automatic right to develop their behaviour and adults must take the lead in finding all possible ways of motivating pupils to behave well. Just as staff members in positions of leadership must look for all possible ways of motivating teaching and support staff to maintain or achieve agreed standards of adult, professional behaviour. Motivation here does not mean, simply the use of rewards but has, as its primary focus, the use of verbal feedback, which, in turn, is meant to suggest simply praise.

These considerations will lead to discussion about the need for different groups and individuals in a school to be motivated in different ways. The purpose of a whole school approach is to establish the broad parameters within which group related and individual related decisions are made. The concept of differentiating or adapting the curriculum for those groups or individuals who need additional support has become a well-accepted one in our schools. This concept applies equally to the area of behaviour.

Correction

The goal of any well-organized school might be summarised as marginalising poor behaviour by promoting good behaviour. Defining an agreed level of performance and having systems for motivating or supporting all members of the community to achieve these levels – whether pupils or staff – are key parts of this process. Poor behaviour from pupils or poor performance from staff will inevitably still occur and the well-organized school will have systems in place for responding to this behaviour. The term *correction* has been used here to draw a comparison with how adults intervene to correct curriculum mistakes. Good practice in this area should inform responses to misbehaviour. This area is discussed more fully in Galvin (1999).

Running through each of these four constructs and each of the three levels of school organization is the concept of support. Simply put the message is: agree and define a level of behaviour and performance and then have structures or systems in place to support all members of the school community adults and children to achieve these levels. These systems are represented in the model of the well-organized school by the blue boxes. Underpinning the classroom level is a box denoting the support and training structures for staff – the review itself describes in detail the specific aspects of this part of the school structure. Underpinning the pupil support (often called a referral system) structures is a typical, although not prescriptive, example of a continuum of support that will help pupils, particularly those with additional needs in this area, to achieve the agreed standards of behaviour.

The basic philosophy is that pupils and staff are supported to achieve success, not punished into compliance. This is not to say that the appropriate use of consequences should not form a part of the learning process; rather that the emphasis is on the promotion of positive behaviour rather than the elimination of negative behaviour.

Organization

The fourth and final construct permeating the well-organized school is that of organization itself as it relates to the area of behaviour. Simply put, the well-organized school defines what it expects of its people, motivates and supports them to achieve these levels, corrects their mistakes effectively and with dignity and finally asks the question – is the way in which this school, or classroom or individual programme, is organized increasing or decreasing our chances of getting the behaviour we want? Organizational factors relevant to behaviour, at a whole school level, will range from an area as significant as the relationship between and impact of the curriculum on behaviour, the impact of lunch and break-time organization on behaviour, whether pupil and parent participation is appropriately organized, whether staff supervision levels and deployment are appropriate and many more small and large organizational factors which impact on pupil behaviour.

The 3 × 4 matrix model was initially presented to schools in the context of the behaviour audit (a forerunner of the behaviour audit used as part of the Key Stage 3 national strategies initiatives) as part of the Brown Government's Behaviour Improvement Project (BIP).

At this stage, this matrix model was further sub-divided for auditing purposes into six areas relevant to the well-organized school. These six areas were retained as a basis for this set of materials. The six areas of the well-organized school that formed the audit and which now form the basis of the structure of these materials are:

- whole-school written policy
- policy into practice
- organizational factors
- student support
- staff support
- monitoring and evaluation mechanisms.

The model of the well-organized school therefore combines three levels, four constructs and six key areas and is represented in Figure 1. It is a model that has served schools well over a number of years in enabling them to tease apart the complexities of the area of behaviour and from this analysis to develop targeted action plans with desirable and measurable outcomes.

Each of these areas is explained in more detail in order that their relevance to the model of the well-organized school and any subsequent review is clearly understood. Each of the six areas is described in terms of the negative impact that ignoring these aspects of pupil behaviour might have on a school and so why they are important and why each area is represented in this training resource.

The next section examines the areas for review in identifying appropriate training foci.

Whole school written policy

Perhaps the starting point for any review and hence identifying appropriate developmental

	Communication	Motivation	Correction	Organization		
Whole school principles and policies	Values and expectations of behaviour of all members of school in mission statement	School systems for recognising and motivation positive behaviour of all pupils	Schools systems for setting limits and correcting inappropriate behaviour	Organizational factors: curriculum impact, inclusion policy, SEN policy and interaction with pastoral systems, playground supervision, timetable, etc.	Monitoring, evaluation and problem-solving systems at all of these levels	
Classroom and group practices	Classroom rules and expectations Expectations in other areas, e.g. lunchtimes	Classroom strategies for recognizing and motivating pupils	Classroom strategies for setting limits and correcting inappropriate behaviour	Classroom/learning area organizational factors: routines, marketing policy, room layout, teaching and learning approaches		
Staff support systems	All of the above areas underpinned by support/training activities for staff					
Individual pupil support strategies	IBP/IEP behavioural targets	Individually differentiated strategies for motivating pupils (as part of IBP)	Individually differentiated strategies to set limits and respond to inappropriate behaviour (as part of IBP)	Individual organizational changes: differentiated work, additional basic skills tuition, access to group skills programmes, e.g. anger management, change of form group, timetable adaptations, etc.		
Pupil support systems	Referral to form tutor	Referral to year coordinator/head of year	Referral to school SENCo or pupil support coordinator, involvement of parents	Placement in school's behaviour support unit or similar: allocate classroom support		Referral to outside agency and/or group problem-solving meeting including parents

Figure 1 A model of the well-organized school

initiative is to ask 'Does our policy do what it is intended to do – set the context for improving and maintaining pupil and staff behaviour?' Module 1 *Devising and Revising a Whole School Behaviour Policy* gives school the opportunity to examine in detail this area. Some of the challenges associated with this area are:

- A school may have little, or poorly written or even no documentation and, as a consequence, does not offer appropriate guidance to the school community or inform or influence day-to-day practice.
- Where schools have written policies (as required in the Ofsted framework) these policies often represented a negative and reactive approach to 'discipline' rather than a positive approach to promoting good behaviour.
- Policies are not necessarily constructed in an inclusive and participatory manner often they have been assembled by the senior leadership team with little or no consultation with staff, pupils or parents.
- Policies are sometimes written for the disruptive minority rather than developed for the majority and then differentiated for the minority.
- Written policies frequently are not based on or linked to the school's mission statement and/or values.
- Policy may be poorly communicated to some or all of the main parties – staff, students and parents.

Policy into practice

Having a behaviour policy is important but it is only the first step on the path to getting good behaviour. The *Policy into Practice* section of these materials looks only at how policy and classroom management practice might link in Modules 12 and 13 from the table on [page XX](#). Bullet point 3 below, referring to individual programmes, is covered in the *Pupil Support* section of these materials.

- Documentation may be poorly written and badly constructed but, more often, in our experience, while the policy ‘looked good on paper’ it did not act as guidance on a day-to-day basis for staff, pupils or parents.
- Any review of this area will ask: does this documentation actually influence what happens in classrooms, corridors and out of class areas? Are staff skills in these areas uniformly high, as a policy would require?
- Any review will also ask: does the documentation influence the development of high-quality individual programmes for those pupils requiring additional support to achieve success in developing their behavioural skills?

N.B. The well-organized school regards behaviour as a learning issue – learning social behaviour alongside academic skills – and applies all the principles that go with effective teaching and learning. Principles such as equal outcomes are achieved through differentiated approaches for some groups and individuals within the context of the same curriculum.

Organizational factors

A school may not, as a matter of course, consider the impact of a variety of organizational factors ranging from an area as influential as curriculum or lunchtime or break-time organization to ‘smaller’ factors such as staff supervision levels in corridors and their relationship to pupil behavioural outcomes. The school may not effectively consider the impact or effectiveness of its motivation or correction systems.

A review will ask: does the school have clear and effective systems for motivating staff and students to achieve good behaviour and correcting mistakes when they occur? Is the organization of the school, particularly in its delivery of the curriculum and as a whole, generally supportive of the school’s efforts to get good behaviour?

- Schools typically do not establish the link between nor ensure that all aspects of the school’s organization – like curriculum organization, student and parent involvement in behavioural matters – work to support the school’s goals for good behaviour and performance.
- The impact on pupil behaviour of a host of other factors – staff supervision levels, staff training, occurrence of bullying, lunchtime and break organization, timetabling, etc., were often overlooked.

These areas are covered in the organizational section of these materials.

Pupil support

Different parts of the pupil support system can be poorly integrated, with an unclear relationship between, in secondary schools, the special needs and pastoral systems or different aspects of the pupil support system – the relationship between teaching assistants; learning mentors, the learning support unit or equivalent, may lack clarity.

- Support systems for pupil experiencing behavioural difficulties are either non-existent or poorly conceived and constructed using a punitive approach rather than one based on positive support.
- Different parts of support system are often poorly integrated.

There is an opportunity to discuss these issues further in Module 16 *Issues with Pupil Support*. In addition, this module offers a range of additional pupil support areas: *self-esteem, anger management, anxiety and stress, control seeking, resilience, conflict management*. *Bullying* is addressed in these materials as a whole school issue and hence appears in the organizational section.

Staff support

Staff support systems may not be clear (when to go to whom for help?) or may not achieve a balance between in-class support skills development and out of class support. Too little support for teachers in managing pupil behaviour in their classrooms leads to a feeling of being not valued among staff; too much support leads to a de-skilling of teacher in their capacity to manage classroom behaviour.

A review will ask - does the school have clear and effective support systems for both staff and students who are finding difficulty in achieving high levels of performance? Does the school strike a balance between support to staff in developing their classroom management skills in the classroom and providing support for staff and pupils through the school's referral systems? Are the efforts of those staff and pupils who regularly achieve these high standards appropriately recognized?

A review will also ask: are support systems for staff based on the same principles as those for pupils? We will be clear about what we expect; we can describe what good performance looks like; we will motivate all members of the school community to achieve those levels that includes those who are already achieving them and those that need additional support to achieve them; we will correct mistakes made by staff and pupils positively and effectively when they occur.

- Often, staff were unwilling to admit any difficulties they might be having fearing it might affect promotion chances. Observations in class around pupil behaviour (and hence, of course, staff skills) are a sensitive issue in many schools.
- Staff support systems are not always clear, support staff themselves sometimes do not know who to go to for their own support
- Balance between in-class support skills development (improving classroom management skills, for example) and out of class support (being able to send a disruptive pupil out of the class), is not established.
- Support systems for staff are not always based on the same principles as those for pupils, staff support for those having difficulties might be positive but the pupil's support systems negative or vice versa.

There is an opportunity to discuss a number of these issues further in Module 25 *Staff Support* and Module 26 *Staff Well-being*.

Monitoring and evaluation mechanisms

A school that is poorly organized in this area might make decisions based on unsupported feelings or partial evidence. It may collect no behaviour-related data or it may collect it but

not act on it. The school may set up individual behaviour programmes but not monitor the impact of these support programmes.

- The well-organized school sees itself as a learning organization and collects data related to behaviour to inform the decisions it takes and the actions it initiates.
- A school that is not well organized will devise strategies which, when implemented, are often not monitored, nor evaluated for their impact.

These areas are now related to this resource diagrammatically in Table 1. **The six areas in this table are colour-coded as they relate to Figure 1.** The six areas form the basis for the content of these materials.

Training as a learning activity

This section describes the characteristics of effective training; that is, an activity that brings about learning and, hence, change as a part of the school improvement process. In describing these characteristics, this section has called upon research into continuing professional development (CPD). As a result the terms ‘training’ and CPD are used interchangeably in this next section.

It will come as no surprise to those who have received or delivered training if it is suggested that training does not always lead to learning. As suggested earlier in this introduction, training and school improvement do not always go hand in hand. Much CPD time is wasted because it is not well targeted, well delivered, well supported or well evaluated.

A number of issues need to be considered if a school is to give these training materials the best possible chance of having a positive impact on school practice and hence school improvement.

This section and the issues it raises will need some discussion before embarking on the process of using these materials to deliver training in a school.

Types of training

A first step in delivering effective training is to ask what kind of training best suits the culture of this school – the way we do things around here? Matching the training to this culture increases the chances of the training having maximum, positive impact. It is suggested that, as an organizer/deliverer of the training, the presenter considers the list below and asks: how do we typically ‘do things around here’ and does it work? It is suggested that those staff potentially involved in organizing and delivering training look at the list below and consider which or which combination is best for their school.

There is a wide range of activities that may reasonably be described as CPD. Examples of CPD activities include:

- professional development meetings and professional development items in staff and team meetings
- attending external conferences and courses
- attending internal conferences, courses and professional development events
- coaching and mentoring, shadowing and peer support
- participating in networks or projects providing opportunities for professional development
- lesson observations

Table 1 Training modules and their relationship to the six areas of the well-organized school

Tier code: P – primary only ; S – secondary only; P/S – primary and secondary; S/P – written for secondary but applicable to primary with some adaptation

Area covered by module	Description of content	Tier	Audience	Area
1. Behaviour policy	How to develop and implement a behaviour policy – reviewing present situation, development groups, involvement of staff, pupils and parents, monitoring progress, etc.	S/P	SMT, all staff at times	Written policy
2. Working with teaching assistants	How teaching assistants can work effectively with pupils with behaviour problems – often the most difficult ‘special needs’ group to support	P/S	Teaching assistants, support staff	Organizational factors
3. Supply teachers	Easy to use strategies for supply teachers who may face challenging behaviour in teaching in different schools/classes	S/P	Supply staff and identified SLT	Organizational factors
4. Governors	Describes the role of governors in the area of pupil behaviour, including their legal position, how they can help develop then track and evaluate policy and practice	P/S	Governors responsible for discipline and SMT	Organizational factors
5. Parent training	A module for parents which can be run by workers in schools to improve parent/carer behaviour management skills	P/S	Staff responsible for parent liaison/support	Organizational factors
6. Working with hard to reach parents	An addition to the previous module which concentrates on strategies for working with the most challenging/disinterested parents	P/S	Staff responsible for parent liaison/support	Organizational factors
7. Corridor behaviour	Describes how staff can survive in an often-hostile environment that pupils regard as ‘belonging to them’; the presentation looks at the psychology of this area	S	Staff who supervise in corridors/SLT	Organizational factors

Table 1 Continued

Area covered by module	Description of content	Tier	Audience	Area
8. Lunchtime behaviour	Examines the kinds of behaviours that lunchtime staff find difficult and offers a four-part strategy for combating these and promoting positive behaviour	P	Lunchtime staff/ school lunchtime manager	Organizational factors
9. Curriculum and behaviour	Considers the link between curriculum and behaviour – asks what kind of curriculum experience would help a pupil with behaviour problems to improve their behaviour?	S/P	Special needs staff curriculum leaders	Organizational factors
10. Pupil participation	Examines ways in which pupils can be involved in decision making in schools and why this helps promote a feeling of inclusion and feeling valued. This, in turn, it is suggested, will have a positive effect on pupil behaviour	S/P	SLT, inclusion manager and interested staff	Organizational factors
11. Bullying	A module covering many aspects of bullying, encouraging schools to focus on getting the behaviour they want rather than ‘stamping out’ bullying	P/S	Pastoral staff and inclusion manager	Organizational factors
12. Classroom management	Describes an approach to classroom management. The presentation looks at four classroom subgroups and four underpinning constructs of effective classroom management	P/S	All classroom and subject teachers	Policy into classroom practice
13. Challenging classes	A follow-up to the previous module for use with those groups who do not respond to the basic principles in the previous presentation	P/S	Targeted classroom and subject teachers	Policy into classroom practice
14. IBP planning	A module that describes all the main components of an individual behaviour programme (IBP). It considers the strengths and weaknesses of IBPs	P/S	Special needs and pastoral staff	Pupil support

Table 1 Continued

Area covered by module	Description of content	Tier	Audience	Area
15. Behaviour support	An introduction to the principles of developing behaviour-changing support for pupils. The module describes various perspectives on the area of pupil behaviour	P/S	All staff	Pupil support
16. Pupil support	Examines the dynamics of effective support for those pupils with challenging behaviour, how this can be monitored and compared to staff support systems	S/P	Support staff, inclusion manager/SLT	Pupil support
17. Pupil self-esteem	Considers the nature of self-esteem and its potential impact on behaviour. The module describes ways in which self esteem can be raised at waves 1, 2 and 3	P/S	Support staff and inclusion manager	Pupil support
18. Pupil anxiety and stress	Considers the relationship between pupil anxiety, stress and behaviour problems, how they occur and strategies which can help – positive thinking, relaxation, etc.	P/S	Support staff and inclusion manager	Pupil support
19. Resilience	Examines how schools can develop resilience in those pupils whose lack of resilience puts them at risk	P/S	Support staff and inclusion manager	Pupil support
20. De-escalation and conflict	Examines the nature of conflict in schools, how it can be prevented and de-escalated when it does occur. Also considers the nature of conflict-free environments in schools	P/S	Support staff and inclusion manager	Pupil support
21. Anger management	Describes the main components of anger management, which can be applied to pupils with anger problems. Distinguishes between controlled and uncontrolled anger	P/S	Support staff and inclusion manager	Pupil support
22. Power and control	Describes the characteristics of the most challenging pupils in schools – control-seeking pupils – why they do it and how their needs can be positively met	P/S	Support staff and inclusion manager	Pupil support

Table 1 Continued

Area covered by module	Description of content	Tier	Audience	Area
23. Creative problem solving	A group problem-solving approach used with pupils who have been unresponsive to all previous efforts and who need creative and different tactics	S/P	Support staff and inclusion manager	Pupil support
24. NQTs: induction	A basic approach to classroom management for newly-qualified teachers, based on a rules, reinforce and consequences system, easily understood and applied	S/P	SLT member responsible and NQTs	Staff support
25. Staff support	Considers the process of staff support and its relationship with the challenge of school improvement through various types of support – peer, pupil and parent support	S/P	All staff	Staff support
26. Staff well-being	Connected to the previous module; an emphasis on stress levels, teacher needs and supervision	S/P	All staff	Staff support
27. Monitoring IBPs	How to determine whether an IBP is appropriate for a pupil, is it working, how can it be changed?	S/P	Special needs staff	Monitoring and evaluation
28. Data analysis	Linked to the following module, this presentation extends the notion of collecting and using behaviour-related data such as behaviour incidents and FTEs/value added	S	SLT	Monitoring and evaluation
29. Behaviour self-review	Considers the relationship between self-evaluation and school improvement, how to establish an effective self-review process	S	SLT	Monitoring and evaluation
30. Group analysis	The module describes how pupils with similar kinds of behavioural difficulties can be grouped such that support action can be taken for each group as a whole	S/P	SEN, support staff, form tutors	Monitoring and evaluation

- discussions with colleagues or pupils to reflect on working practices
- research and investigation.

Although the presentations in this resource are formulated to a certain structure, this does not mean that a school cannot, in various ways, modify, where appropriate, factors in the above processes. The presenter/organizer of the planned training may wish to discuss with their senior management colleagues some or all of the following points:

- Which of the types of CPD described on the previous list are most commonly used in your school?
- Which are least commonly used?
- Does the balance need to change?
- Are there any suggestions as to how this balance might be changed?
- Is each training activity part of a coherent long-term plan?
- Is there a clear vision of the effective or improved practice being sought?
- Will the training develop the skills, knowledge and understanding that will be practical, relevant and applicable?
- Will the training be provided by people with the necessary experience, expertise and skills?
- Is the training based on the best available evidence?
- Does it take account of previous knowledge and experience?
- Will it be supported by coaching or mentoring from experienced colleagues?
- Will there be the opportunity to use lesson observation as a basis for discussion?
- Will some staff be able to model the desirable strategies?
- Will the training promote continuous enquiry and problem solving?
- Will the impact on teaching and learning be evaluated, and guide subsequent professional development activities?

It probably will not be practical to ensure all of the items on the list are in place for each training activity. Nevertheless, it provides a useful checklist against which to judge how effective any training is likely to be. If the answer is 'no' to the majority of these questions then training is unlikely to have a significant impact on staff practice, whether this be working at the whole school, group or individual level.

Effective training

There is a widespread consensus, backed up by research, about what is effective CPD. The key features of effective CPD are set out below.

- Each activity is part of a coherent long-term plan that gives the participants opportunities to apply what they have learned, evaluate the effect on their practice, and develop their practice. Research shows that CPD is most effective when it is sustained, as part of a deliberately planned process.
- Training is planned with a clear vision of the effective or improved practice being sought. This vision is shared by those undertaking the development and by the people leading or supporting it. The plan needs to show precisely what expertise, understanding or technique the CPD is intended to deliver. Sharply defined outcomes are also the starting point for evaluating the impact of the CPD.

- Training enables the participants to develop skills, knowledge and understanding which will be practical, relevant and applicable to their current role or career aspiration. CPD is only effective when it is directly relevant to each participant. Where CPD is provided for large groups, or for the whole staff, it may be useful to separate the participants into smaller groups so the CPD can be customised to suit each type of participant.
- Training is provided by people with the necessary experience, expertise and skills. These providers may sometimes be colleagues and peers. At other times they may be specialists from inside or outside the school.
- Training is based on the best available evidence about teaching and learning.
- The evidence needs to include current research and inspection evidence. Research shows that pupils learn best when staff are motivated, developed and updated. Research also indicates positive links between pupils' learning and sustained CPD.
- Training takes account of the participant's previous knowledge and experience. Professional learning needs to be tailored to the individual so that it provides experience and insights that build on their existing level of expertise. Professional learning journals and various forms of accreditation can be useful in ensuring a person's existing expertise is properly taken into account.
- Training is supported by coaching or mentoring from experienced colleagues, either from within the school or from outside. Coaching is most effective when a staff member with a clearly identified need is paired with a colleague who has acknowledged expertise in that area.
- Training uses lesson observation as a basis for discussion about the focus of CPD and its impact. Conducted in a collaborative and supportive manner, observations of teaching can be particularly useful for identifying areas for development.
- Training models effective learning and teaching strategies, e.g. active learning.
- To be effective, CPD needs to go beyond theory and exposition. Ideally, it demonstrates techniques and strategies and gives the participant opportunities to try them out in a supportive setting.
- The ultimate purpose of all CPD in a school is to maintain the highest possible standards of education and care for children and young people. CPD needs to be vigorously evaluated to ensure it is making the maximum contribution to this objective. The most effective evaluations are planned from the outset as an integral part of the CPD.

A summary of effective training

Effective training:

- has ways of identifying the individual needs and values of staff, the collective needs of the organization and a sensible combination of the two
- offers staff a clear structure for the process that describes how the school, as an organization, is going to move forward.
- gives staff the opportunity to adapt this basic structure to meet their individual needs
- gives staff the opportunity to self-evaluate where they personally 'are at'
- values individual differences and uses these differences to look for synergistic solutions
- identifies and builds on successes
- looks for small steps forward for individuals, groups (e.g. departments and the whole school)
- measures and feeds back on progress
- makes the process enjoyable.

Training in the context of a learning hierarchy

It is suggested that, to maximise the impact of these materials, a school keeps in mind the learning hierarchy described in the box below. Some of these points reiterate points already made in the previous sections.

A learning hierarchy based on Bloom's taxonomy¹

1. Knowledge – getting the basic information.
2. Comprehension – understanding the content.
3. Application – using the content in the real world.
4. Analysis – how does this compare/contrast with other approaches? How would you know if you were doing it right?
5. Synthesis – what might happen if solutions were combined?
6. Evaluation – which aspects of the learned content and/or process are now felt to be most important?

It is suggested that a school make every effort to ensure that the training leads to these aspects of learning and that the hierarchy is, where possible, built in to the process. Each stage of learning might be checked as it happens.

First, **knowledge**: did participants actually hear what was said? Those with responsibility for the training may organize a simple 'quiz' at the end of the presentation to determine whether the *content* of the session has been heard.

Second, **comprehension**: did participants understand what they had heard? For an adult audience it is probably better to combine stages one and two either as a 'quiz' or perhaps as a discussion shortly after the training. Ask the group – what did you understand from that? How might you use it in your class? Or what would need to happen for you to feel confident about using the strategies in your class or with a particular pupil? These questions are designed to check comprehension. Issues of application and support are addressed later in this introduction.

Third, **application**: an identified period of time is suggested to the group in which to use the strategies described.

Fourth, **analysis**: after a period of using the strategies – perhaps two or three months – the participants can be brought together in a general context of asking how things have been going.

Fifth, **synthesis**: along with the last stage – **evaluation**: these two stages would promote discussion about what might happen if other strategies were combined with the ones we have discussed and which aspects were felt to be most successful/important so that the process becomes a continuing learning experience. This means that a degree of experimentation of creativity in applying the training content should be encouraged rather than discouraged. By so doing, staff members will come to invest in and 'own' the training content and consequently increase the effectiveness of the materials.

¹ In 1956, Benjamin Bloom headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning.

In the experience of the author, these stages are rarely included as part of the planning process to ensure that the impact of training is both long-lasting and generalised such that the learner continues to creatively develop what they have learned in their own context. It can be difficult for a presenter from outside the school to make the kind of demands this learning hierarchy implies. When the training is organized in school these kind of, apparently luxurious, requirements become more possible. If possible, include in the action plan (see the example on page 30) which stage of the learning hierarchy is being addressed at any given stage.

Sample