

The Pivotal Curriculum For Behaviour and Safety

Unit 2: Structure



Section 2.1

Classroom Behaviour Plan

- How do your learners learn this plan?
- How are they reminded of the plan daily?
- What percentage of display in your room is given over to behaviour?

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Section 2.2

What behaviours do you want to see?

Working in groups

Individual silent work

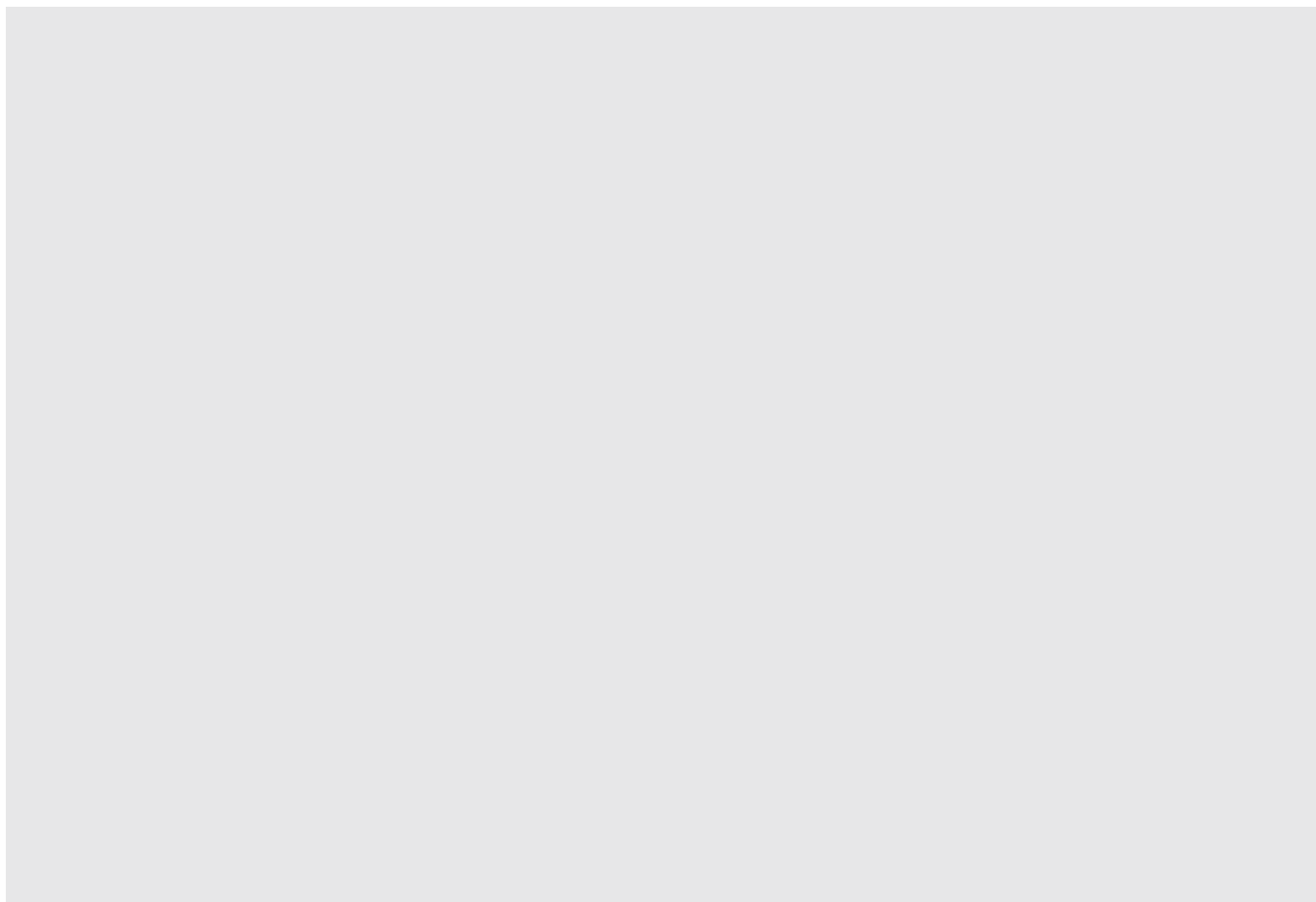
Whole class discussion

Returning from a break

End of the lesson

Section 2.3

Your routine for.....



Section 2.4

Icons for Behaviour



These icons are part of a series of 9, created by Pivotal Education. If you would like access to all 9 images in digital format, please ask your Instructor.

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Section 2.5

General principles of Whole Class Recognition Boards

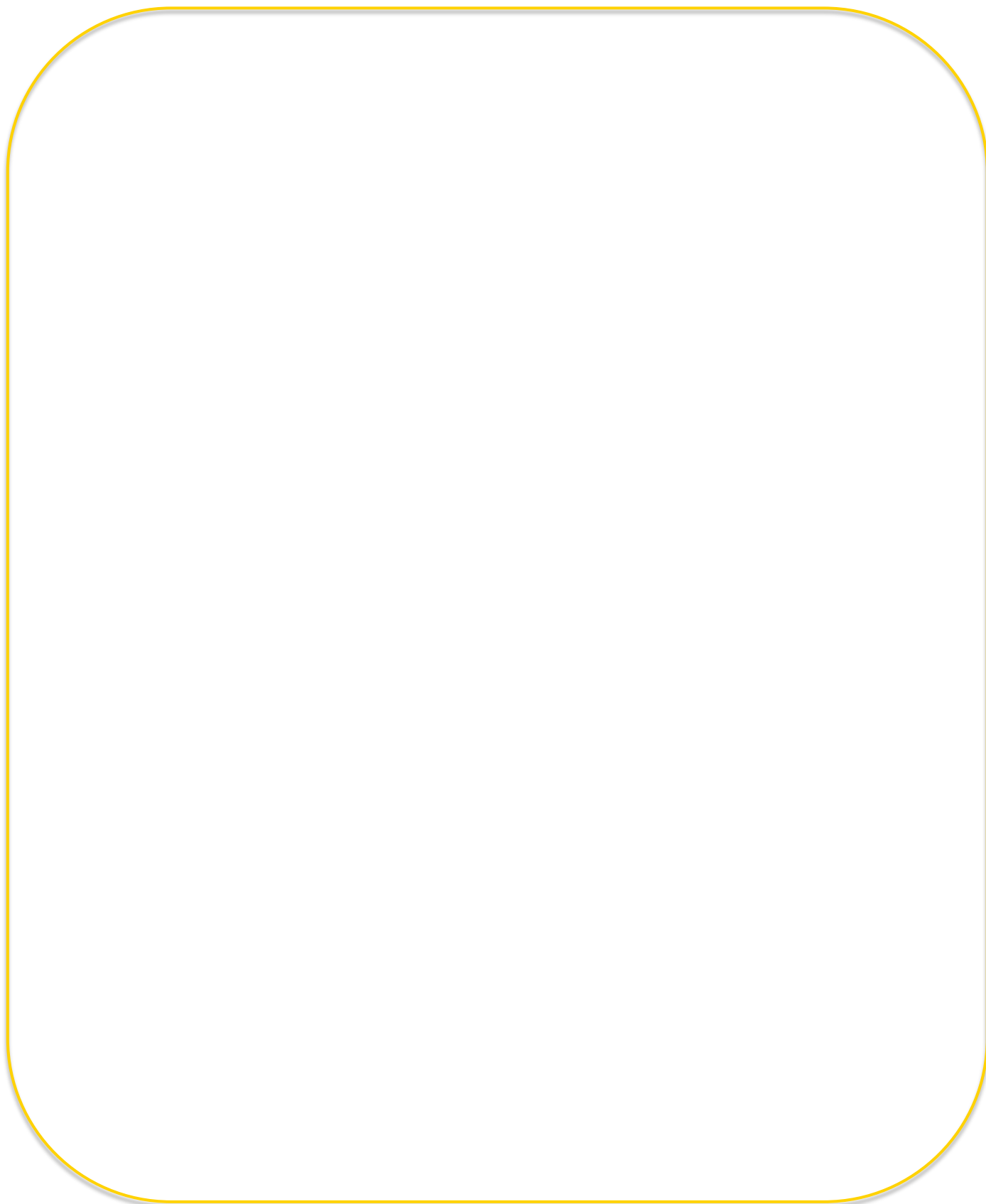


You get more of the behaviour that you notice most.

- Recognition Boards are targeted at one 'Learning Attitude' at a time.
- Names or tallies go on the board to recognise learners who are demonstrating the desired learning attitude.
- Names or tallies are never removed from the board. Learners who disrupt are dealt with privately.
- Learners can nominate others to be put on the board.
- The key is to generate peer responsibility. It is not a competition between individuals, rather a whole class helping everyone to get their name up.
- Recognition boards need refreshing weekly.
- Recognition boards are intended to recognise effort.
- When everyone has their name on the board or the tally target is achieved a collective 'whoop' is appropriate; large rewards are not necessary.
- Use the Recognition board to persistently and relentlessly catch learners demonstrating the right attitude to learning.
- A Recognition board does not require a change in personality from the teacher, just more determination to catch learners exhibiting the right behaviours.

Section 2.6

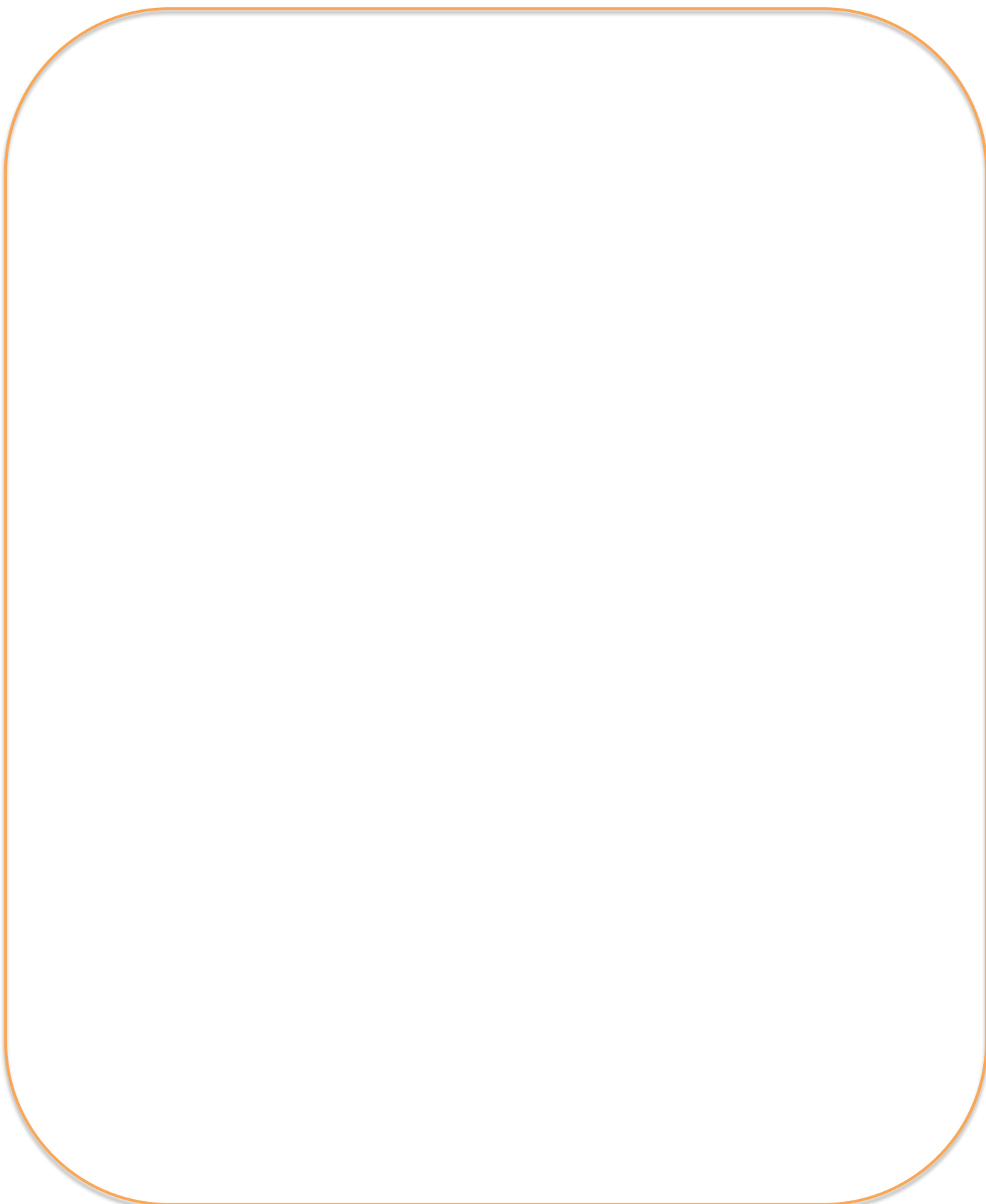
Recognition board design



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Section 2.7

Tally mechanism design



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Section 2.8

Sample structure for simple sanctions steps

Steps	Actions
Step 1: Reminder	A reminder of the expectations Ready, Respectful, Safe delivered privately wherever possible. Repeat reminders if necessary. Deescalate and decelerate where reasonable and possible and take the initiative to keep things at this stage.
Step 2: Caution	A clear verbal caution delivered privately wherever possible, making the learner aware of their behaviour and clearly outlining the consequences if they continue.
Step 3: Last chance	Speak to the learner privately and give them a final opportunity to engage. Offer a positive choice to do so and refer to previous examples of good behaviour.
Step 4: Internal referral	<p>At this point the learner will be referred internally, with work, to another room in the department for the remainder of the lesson as determined by the department timetable. A short restorative conversation should take place as soon as possible afterwards.</p> <p>If the incident finishes here, the teacher must log the incident and a department sanction should be imposed.</p> <p>Pastoral heads are expected to intervene if there are two or more internal referrals from different departments in a 5-day rolling period.</p>
Step 5: External referral	<p>This only applies if either:</p> <ol style="list-style-type: none"> The learner refuses to engage with an internal referral or A serious breach is committed by a learner that may result in a fixed-term exclusion. <p>The member of staff on duty must be called to collect the learner. They should not be sent to the external referral room. The teacher should provide work.</p> <p>The teacher must log the incident.</p> <p>A reconciliation meeting should take place before the next lesson. If the learner does not attend or does not engage with the reconciliation a SLT sanction will be issued, assuming the procedure has been followed.</p>

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Section 2.9

An extract from a Pivotal Behaviour Policy operating in a large secondary school in Central London

Practical Steps in Managing and Modifying Poor Behaviour

Learners are held responsible for their behaviour. Staff will deal with behaviour without delegating. Staff will use the steps in behaviour for dealing with poor conduct.

There are no steps for serious misconduct in lessons and around the site. These behaviours include: violence, racism, homophobia, dangerous conduct, threats to other learners or staff. In an emergency call _____ straight away and act to keep yourself and other learners safe.

Step One: The Reminder

A reminder of the expectations for learners - **Ready, Respectful, Safe** delivered privately to the learner. The teacher makes them aware of their behaviour. The learner has a choice to do the right thing.

Step Two: The Caution

A clear verbal caution delivered privately to the learner making them aware of their behaviour and clearly outlining the consequences if they continue. The learner has a choice to do the right thing. Learners will be reminded of their previous good conduct to prove that they can make good choices.

Step Three: The Last Chance

Scripted approaches at this stage are encouraged:

30 Second intervention

1. Gentle approach, personal, non-threatening, side on, eye level or lower.
2. State the behaviour that was observed and which rule/expectation/routine it contravenes.
3. Tell the learner what the consequences of their action is. Refer to previous good behaviour/learning as a model for the desired behaviour.
4. Walk away from the learner; allow her time to decide what to do next. If there are comments as you walk away write them down and follow up later.

At _____ we resist endless discussions around behaviour and spend our energy returning learners to their learning.

continued overleaf...

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Step Four: The time-out

1. The learner is asked to speak to the teacher away from others
2. Boundaries are reset
3. Learner is asked to reflect on their next step. Again they are reminded of their previous conduct/attitude/learning.
4. Learner is given a final opportunity to reengage with the learning / follow instructions

Step Five: Parking and Reparation

If step 4 is unsuccessful, or if a learner refuses to go take a time out then the learner will be asked to leave the room to work in a classroom nearby under a pre existing agreement between colleagues.

Learners who reach step 5 will be expected to attend a Restorative Meeting at a mutually agreed time if the teacher requests. Learners may also request a Restorative Meeting if they feel they have been unfairly treated.

For the vast majority of learners a gentle reminder or nudge in the right direction is all that is needed. If learners choose to ignore early interventions then a more formal process is required. Staff will always deliver sanctions calmly and with care. It is in nobody's interest to confront poor behaviour with anger.

Section 2.10

Being fair

- Learners must not be able to reduce negative consequences
- Teachers must not take away rewards that have been given
- Not making deals with sanctions
- Negative sanctions must be proportionate. Don't suffocate learners with punishment
- Whole class punishments are always unfair
- Try not to invent punishment on the spot. You will soon regret it.
- When you give any kind of negative consequence make sure you tell the learner!!
- Write down warnings/reminders that you give to learners
- New day clean sheet, every time
- Don't jump sanction steps or accelerate through sanctions

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Section 2.11

Take-away

Three ways to make your learners feel important:

Three ways to make your learners feel like they belong:

Three ways to make learners stop feeling famous for their poor behaviour:

Three learning attitudes for your recognition board:

Routine for late arrivals in your classroom:

Section 2.12

Whole Staff Change

Convince a learner that they have changed for the good. Catch them doing the right thing. Tell them you have noticed a change and ask other staff to mention it to them too. Persist for two weeks. Ask the parents if they have noticed a change, use examples of their good work to further reinforce the idea. Can you create positive change in someone simply by noticing changes in them?

Personal Practice

30-day action research task: Trial a Recognition Board with a group whose behaviour needs adjusting. Share the results on the staffroom display.

Pivotal Education Ltd is an education training consultancy working across the whole of the UK and internationally. Founded in 2001, Pivotal Education has always been committed to providing exceptional training and support for teachers, school leaders and other professionals working with young people.

We are the leading specialists in Behaviour Management and Safeguarding in the UK. Our aim is simple: to train adults to inspire young people.

Our acclaimed in-house training team work with a huge variety of teachers and educators in diverse settings. Our live training sends consistent ripples through your teaching teams, our online training sustains changes in practice and our licensed instructors scheme embeds lasting cultural change.

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