

ECT:
**CLINIC 1: MAINTAINING
HIGH EXPECTATIONS**

Participant Workbook

**KEEP
GETTING
BETTER**

Optional pre-reading	3
Teaching problem	7
I Do	9
We Do	11
Option A: Non-example	15
Option B: Practice task	18
Option C: I Do (2)	22
Close	24
Appendix	25
Alternative I Do (1)	25
Alternative I Do (2)	27
References	30

Optional pre-reading

Responding to challenging behaviour

Teaching challenge

Mr Roberts wants to further develop a positive, predictable and safe environment for pupils. However, disruptive behaviour happens frequently. These disruptions take pupils' attention away from content and at times can threaten physical safety and/or emotional wellbeing. What might Mr Roberts do to tackle this challenge?

Key idea

Challenging behaviour can come in many forms and for many reasons. Teachers need to establish a positive predictable and safe environment for pupils, using well-structured class systems (e.g. routines), trusting and effective relationships and school-wide support.

Evidence summary

Challenging behaviour can have a big impact on pupils. What exactly constitutes 'challenging behaviour' can vary from different classrooms, schools and phases. This can include both the frequencies and seriousness of these behaviours (DfE, 2012).

While there are a range of different classifications for challenging behaviour, it might be helpful for Mr Roberts to reflect on the different categories and forms of challenging behaviour and the degree to which they occur in his classroom. These can include (Cameron, 1998):

- > **aggressive behaviour** (e.g. hitting, pulling hair, kicking, pushing, using abusive language)
- > **physically disruptive behaviour** (e.g. smashing, damaging or defacing objects, throwing objects, physically annoying other pupils)
- > **socially disruptive behaviour** (e.g. screaming, running away, exhibiting temper tantrums)
- > **authority-challenging behaviour** (e.g. refusing to carry out requests, exhibiting defiant verbal and non-verbal behaviour, using pejorative language)
- > **self-disruptive behaviour** (e.g. daydreaming, reading/drawing under the desk)

These instances of challenge behaviour can significantly impact on all pupils and can disproportionately affect pupils with special educational needs.

Mr Roberts needs to respond quickly to any behaviour or bullying that threatens safety. Bullying is behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally (DfE, 2017). If left unaddressed, it can be a significant barrier to learning and has the potential to have serious consequences for pupils' mental health. Every school must have measures in place to prevent all forms of bullying. Where he needs support with bullying, Mr Roberts should utilise his behaviour policy, his mentor and the senior leaders in his school in charge of safeguarding and behaviour.

Causes of challenging behaviour

Mr Roberts should recognise that challenging behaviour can be caused by many factors. Identifying why pupils misbehave might be key to finding a solution to the problems caused by behaviours. These causes might include (INTO, 2004):

- > **communication difficulties:** If a child is unable to express his/her needs or wants because of a lack of understanding or ability to use language, inappropriate behaviour may be used to express those needs. In such cases, teaching a child to use acceptable ways to communicate his/her needs may form part of the solution.
- > **environmental factors:** Children may react negatively to noise, heat and cold or to invasion of their space. Some children, particularly children with autistic spectrum disorders, may be over-sensitive to certain stimuli such as noise, and may therefore react by displaying challenging behaviour.
- > **attention seeking:** Some children may be unable to manage a task and may be frustrated or bored. However, attention-seeking behaviour can also be a learned behaviour which has been effective in the past in ensuring that children get what they want. Even negative attention can be motivating for some children, especially if they feel that this is the only attention they receive. This type of behaviour might also be a sign of some major underlying issues that could possibly raise safeguarding concerns.
- > **Medical reasons:** Some forms of challenging behaviour are particularly associated with certain conditions and disabilities such as repeated and involuntary body movements (tics) and uncontrollable vocal sounds (Tourette's Syndrome) or ritualistic or obsessive behaviour (Autistic Spectrum Disorders). Liaising with the SENCO in school and other colleague can help support to manage challenging behaviour in these circumstances.

It is important to be cautious of blanket statements about a specific group in society or pupils with specific needs to ensure we are not labelling and limiting pupils. Mr Roberts should liaise with parents, carers and colleagues to better understand pupils' individual circumstances and how they can be supported to meet high academic and behavioural expectations.

Responding to challenging behaviour

Mr Roberts has responsibilities of responding to challenging behaviour. Mr Roberts has classroom management techniques that he can draw on to address challenging behaviour. These include responding quickly to challenging behaviour through effective use of language and tone, tight routines and well-delivered instructions. Where pupils fail to comply or are openly defiant, Mr Roberts should remind pupils that they are at risk of breaking a school rule and restate the consequences for them (Bennett, 2015). School behaviour policies often have rewards and sanctions and it is appropriate to use these, particularly to address significant disruption. To be effective, reinforcement should be mostly positive and consistently applied.

Where possible, proactive, least intrusive and positive reinforcement of clear behavioural expectations are most effective (IES, 2008). Mr Roberts should establish routines, manage behaviour in his classroom and ensure he is supporting the wider school community. Catching and correcting challenging behaviour early can make pupils feel safer and creates a warmer classroom environment where learning is more likely to occur (Kern & Clemens, 2007). So too does Mr Roberts need to consider how he can be proactive in his planning, ongoing collaboration and support to pre-empt challenging behaviour. Being proactive can prevent challenging behaviour from occurring in the first instance.

It is essential Mr Roberts knows his pupils and their individual circumstances. Trusting relationships with pupils and their parents & carers are essential. Mr Roberts should discuss and analyse with expert colleagues effective strategies for liaising with parents, carers and colleagues to better understand pupils' individual circumstances. Understanding his pupils' needs and circumstances can best ensure he is able to tailor his strategies to their circumstances. Mr Roberts should ensure he provides opportunities for pupils to articulate their long-term goals and how these are related to their success in school; these opportunities can be woven throughout his teaching and connected with wider school initiatives, yet measured in its use of curriculum time. An understanding of his pupils' long-term goals, combined with supporting pupils to master challenging content, can help pupils to journey from needing extrinsic motivation to being motivated to work more intrinsically.

It is important to model the emotional self-regulation we wish to see in our pupils. Taking a moment to pause, carefully consider the situation and his options can help Mr Roberts to manage challenging behaviour in a way that prevents escalation and enables him to maintain emotional consistency. This can be hard. Mr Roberts also should draw on support where he might need help with his own wellbeing.

All colleagues in school have a responsibility for establishing a safe environment. Mr Roberts plays an important role in working alongside colleagues as part of a wider system of behaviour management. All teachers need to consider how they can reinforce school values, procures and policies in and beyond their classroom. It is important the school staff should be supportive of one another; this might include proactive planning, on-going collaboration and support that enables teachers like Mr Roberts to pre-empt and prevent behavioural issues, as opposed to purely reactive approaches.

He also has the right to assistance, training and support from senior colleagues. He needs to understand his school's behaviour policy and should discuss with his mentor where he has any questions. It is essential Mr Roberts understands who to contact where he has safeguarding concerns, in particular his school's Designated Safeguarding Lead.

Repairing relationships and moving on

Once a challenging behavioural incident has occurred, Mr Roberts should consider the best way to ensure that he is able to re-establish a positive environment. Mr Roberts should seek to understand the feelings of all those involved to ensure pupils feel like they have been considered and understood. A culture of mutual trust and respect supports effective relationships. This can be difficult where trust has been broken.

It is important that Mr Roberts match the severity of the consequences with the severity of the behaviour violation (IES, 2008) in line with his school's behaviour policy. He should nevertheless also seek to build positive relationships with all his pupils and understand how he might repair relationships. This might include explicit instruction in new skills (e.g. engaging in professional development in this area with built-in opportunities for practice) or the careful management of consequences with the pupils who exhibited behavioural challenges.

Nuances and caveats

Mr Roberts should understand that he is one part of a wider system of behaviour management. He should follow the school's behaviour policy and seek support from different expert colleagues and senior leaders on areas where they hold expertise (e.g. safeguarding, SEND, bullying, etc.). This might include a more sustained focus over time that includes expert support or coaching and opportunities for collaboration.

Key takeaways

Mr Robert can best address challenging behaviour by:

- Better understanding the causes of challenging behaviour.
- Acknowledging where he can proactively implement classroom management strategies and routines.
- Building trusting relationships with pupils, parents & carers, and the wider school community.
- Considering pupils' motivations, prior experiences and perceptions of success & failure.
- Drawing on expert support from colleagues.

Further reading

IES. (2008). Reducing behavior problems in the elementary school classroom. bit.ly/ecf-ies

References

- Bennett, T. (2015). *Managing Behaviour: A practical guide*. UNISON.
- Cameron, R. J. (1998). School discipline in the United Kingdom: Promoting classroom behaviour which encourages effective teaching and learning. *School Psychology Review*, 27(1), 33-44.
- DfE (2012). *Research Report: Pupil behaviour in schools in England*.
- DfE (2017). *Preventing and tackling bullying advice*.
- IES (2008). *Reducing Behavior Problems in the Elementary School Classroom*
- INTO (2004). *Managing Challenging Behaviour: Guidelines for Teachers*.
- Kern, L., & Clemens, N. H. (2007). Antecedent strategies to promote appropriate classroom behavior. *Psychology in the Schools*, 44(1), 65-75.

Teaching problem

In today's session, we will consider the following typical teaching problem:

How can teachers prevent and respond to low-level disruption to create a positive, predictable, and safe learning environment?

Paired discussion

Task: In your pair, discuss the following questions

1. How does low-level disruption present in the classroom?

Notes:

2. What impact does it have?

Notes:

How do teachers maintain high expectations and attend to low-level disruption?

Maintaining high expectations	
Preventing low-level disruption	Responding to low-level disruption
<ul style="list-style-type: none"> • Routines • Teacher-pupil relationships • Clear instructions • Learning planned and content broken down to allow pupils to access it • Teacher's belief in pupil's ability to succeed • Social norms and culture of learning 	<ul style="list-style-type: none"> • Least invasive approaches (non-verbals, private reminders) • Escalation (behaviour systems and support) • Positive reinforcement

What are underlying features?

Underlying features are the components of an approach that can be applied across all subjects, phases or settings. They serve as a guide for what good practice is likely to look like.

Underlying features in this clinic:

Underlying Feature	Description
Consistency	Ensure the classroom environment is predictable by having a consistent approach to routines, task style, delivery of instructions and ways of addressing pupil behaviour (both responding to low-level disruption and positive reinforcement), in line with whole-school policies.
Clarity	Convey behavioural expectations specifically, clearly, concisely and with appropriate emphasis so pupils know what they are expected to do without confusion or ambiguity.
Rationale	Explain to pupils the purpose and benefits of tasks and instructions so pupils know both what they are expected to do and why.
Check pupils are following instructions	Ensure pupils understand and remain focused on instructions by proactively, overtly, and continually checking pupils are following instructions, and then intervening early when expectations are not met.
Positive reinforcement	Draw attention to the positive by acknowledging pupils for positive behaviours and praising pupils for behaviours that exceeds expectations.

I Do

Task: Read the scenario.

Scenario 1

In alignment with the whole school feedback policy, teachers at Shorehouse Academy regularly engage pupils in whole-class feedback related to a model. As teachers talk through a model, pupils respond to the feedback by editing their work in green pen. Today, in his Year 8 French lesson Mr. Murphy is marking a piece of pupil work on his board to give whole-class feedback on a writing task.

Mr Murphy wants to gain his pupils' full attention, to explain the task and ensure that they have everything they need. In line with his classroom routine, he uses a narrated countdown. When he has his pupils' full attention, he gives his instructions: "While I am talking you through this piece of work, I expect you to pay full attention. You will need to work in silence. As always, you should have your green pens in your hand, ready to make improvements to your own copy of the paragraph as we go. Remember, we are looking for three things as we assess the model: use of the key vocabulary we have covered this week to describe our holidays, use of at least two opinion phrases and accurate adjective agreements. Green pens in hands. Let's do it."

Mr Murphy scans the room. He can see that three pupils have not yet got their pens in hand and do not appear ready.

"At least 80% of us are ready to go. That's great to see, well done. It's super important that we are all paying full attention. We can then note down all of the changes we think of. We don't want to miss anything which will help you to improve your own work in the next task".

All pupils now appear ready to begin the feedback task, Mr Murphy talks his class through the example work, looking up and scanning the room at moments when he would expect that they would be adding green pen to their own work. He notices that one pupil is not focussed on the board and is not adding to her work. He decides to give a final whole class reminder to support her to meet his expectations, "we have made some fantastic additions to our model so far. It is really important that we all add this extra example to our paragraphs. I haven't yet seen this vocabulary in anyone's writing and it will increase the quality of our work when we return to our own paragraphs. I should see all of your green pens adding this in." He gives the less-focussed pupil a nod as he says this. She quickly adds to her work.

Question:

a) Where can you see the underlying features in the scenario?

- Consistency
- Clarity
- Rationale
- Checking that pupils are following instructions
- Positive reinforcement

b) What difference do you think the underlying features make to the teacher maintaining high expectations in the scenario?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Consistency	
Clarity	
Rationale	
Check pupils are following instructions	
Positive reinforcement	
Other notes:	

We Do

Read and analyse

Underlying features for scenario 2 and 3

The underlying features you need to have in mind as you read these scenarios are below. They are the same as for scenario 1:

Underlying Feature	Description
Consistency	Ensure the classroom environment is predictable by having a consistent approach to routines, task style, delivery of instructions and ways of addressing pupil behaviour (both responding to low-level disruption and positive reinforcement), in line with whole-school policies.
Clarity	Convey behavioural expectations specifically, clearly, concisely and with appropriate emphasis so pupils know what they are expected to do without confusion or ambiguity.
Rationale	Explain to pupils the purpose and benefits of tasks and instructions so pupils know both what they are expected to do and why.
Check pupils are following instructions	Ensure pupils understand and remain focused on instructions by proactively, overtly, and continually checking pupils are following instructions, and then intervening early when expectations are not met.
Positive reinforcement	Draw attention to the positive by acknowledging pupils for positive behaviours and praising pupils for behaviours that exceeds expectations.

Task: Read both of the following scenarios.

Scenario 2

Mrs. Ahmed is an Art Teacher at Cooper's Academy, a secondary school for pupils with special educational needs. She has found that pupils often struggle to maintain focus for the duration of longer tasks. This can cause low-level disruption as pupils become fidgety, move around the room and chat to each other.

Mrs. Ahmed knows that pupils benefit from regular short breaks. So, she has considered how to include these in her routines to support pupils. She also understands the importance of teaching her pupils to self-regulate because it will reduce the likelihood of low-level disruption in her lessons.

Over the last term, Mrs. Ahmed has established a routine which uses coloured sand timers to break long tasks into smaller periods of focussed work. Pupils can then take timed movement breaks. The frequency and length of these breaks are based on the individual needs of the pupils. However, the structure remains consistent.

In today's lesson, pupils will be working on an extended piece of work. She knows movement breaks will be a good way to support them to do this. When she is setting up the task, she reminds them of her expectations:

"Today, it is an extended piece of work. We know our concentration is improved when we have an opportunity to move around and take a break from our work. So, I will give regular movement breaks. We will use the sand timers to help us remember how long we are working for, and how long our breaks last. I will direct you to the appropriate timer colour for you."

Later, while most pupils are settled into their drawing task, Mrs. Ahmed notices that Daniella is fidgeting in her seat. Mrs. Ahmed walks to her desk; "Daniella, you have worked really hard on the shading on your drawing. I am going to put this 2-minute timer on your desk because I want you to spend two more really focussed minutes on your drawing. I know you can time your own movement break. So, after this timer runs out you can go to the bench at the back of the room and pick up a red timer and start it. You will have until that timer has finished to take a movement break quietly, in the movement space. I will see you back at your desk when your red timer has finished."

Scenario 3

In Mr Florence is a Reception teacher. He knows the importance of routines for his pupils and has established a clear tidy-up-time routine for use before coming to the carpet for story time at the end of the school day. He always plays the same piece of music whilst pupils are tidying up. Pupils are supported to meet expectations as the play equipment containers are clearly labelled with a photograph of, and the word for, the equipment. This routine has been working effectively in his classroom and pupils are aware of what is expected of them.

Pupils are aware that tidy up time has begun. Mr Florence has begun the music and is scanning the room in an emphasised way. This ensures pupils know that he is checking that they are following his instructions. He notices that Sammy and Jordan are dancing to the tidying up music, rather than putting away play equipment. Mr Florence walks over to these pupils and bends down to their level. He carefully positions himself in such a way that he can see the rest of his pupils.

"Sammy and Jordan, I know the music makes you feel like you want to dance. We do need to tidy everything away because then we will have the space that we need to sit on the carpet and have our story. I know story time is one of your favourite parts of the day. I would like you to pick up 10 more bricks and put them away before the song ends."

Mr Florence walks away from Sammy and Jordan to give them an opportunity to follow his instructions. Sammy begins to pick up the blocks however Jordan does not. Mr Florence returns to Jordan:

“Jordan, I have asked you to stop dancing and put the bricks away. I can see that you are still dancing. We are going to go and start putting the blocks away together. I am reminding you that if you cannot follow my instructions then you will need to go and have some reflection time*.”

Jordan and Mr Florence begin to pick up the play bricks together. “Well done Jordan. Thank you for making the right choice and tidying up with me. I know that you will do a great job of finishing tidying this up. I will meet you on the carpet when the song has finished.”

Nearly all pupils are sat and ready on the carpet. Mr Florence stops the music. “Well done. I was really pleased to see how well we tidied up today. Nathan, I appreciate you getting the tidying up done so sensibly and quickly. Now we can have as much time as possible for our story.”

*Reflection time is part of the behaviour policy to help pupils who don’t follow instructions to do so next time.

Task: Respond to the following questions independently.

Questions:

- a) Where can you see the underlying features in these scenarios?
 - Consistency
 - Clarity
 - Rationale
 - Checking that pupils are following instructions
 - Positive reinforcement
- b) What difference do you think the underlying features make to the teachers maintaining high expectations in these scenarios?

Underlying feature	Response/suggestion
Consistency	
Clarity	

Rationale	
Check pupils are following instructions	
Positive reinforcement	

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenarios 2 and 3.

Notes:

Option A: Non-example

Read and analyse

Underlying features for scenario 4

The underlying features you need to have in mind as you read these scenarios are below. They are the same as the previous scenarios:

Underlying Feature	Description
Consistency	Ensure the classroom environment is predictable by having a consistent approach to routines, task style, delivery of instructions and ways of addressing pupil behaviour (both responding to low-level disruption and positive reinforcement), in line with whole-school policies.
Clarity	Convey behavioural expectations specifically, clearly, concisely and with appropriate emphasis so pupils know what they are expected to do without confusion or ambiguity.
Rationale	Explain to pupils the purpose and benefits of tasks and instructions so pupils know both what they are expected to do and why.
Check pupils are following instructions	Ensure pupils understand and remain focused on instructions by proactively, overtly, and continually checking pupils are following instructions, and then intervening early when expectations are not met.
Positive reinforcement	Draw attention to the positive by acknowledging pupils for positive behaviours and praising pupils for behaviours that exceeds expectations.

Task: Read the following scenario.

Scenario 4

In alignment with the whole school feedback policy, teachers at Shorehouse Academy regularly engage pupils in whole-class feedback related to a model. As teachers talk through a model, pupils respond to the feedback by editing their work in green pen. Today, in his Year 8 French lesson, Mr. Murphy is marking a piece of pupil work on his board to give whole-class feedback on a writing task.

Mr Murphy wants to gain pupils' full attention. In line with his classroom routine, he uses a narrated countdown. Now that he has pupils' full attention, he is giving instructions: "While I am talking you through this piece of work, I expect you to pay full attention. You will need to work in silence. As always, you should have your green pens in your hand, ready to make improvements to your own work as we go. Remember, we are looking for three things as we assess our work: use of the key vocabulary we have covered this week to describe our holidays, use of at least two opinion phrases and accurate adjective agreements. Green pens in hands. Let's do it."

Mr Murphy starts to talk his class through the example work. Soon the noise level in the room begins to rise as pupils start to talk to one another. Mr Murphy stops the class and repeats his instructions; "You are all talking, and you should be looking at the board." Mr Murphy is feeling frustrated as he thinks his instructions were very clear. He believes that the pupils are behaving like this on purpose because they can't be bothered to do the work.

He returns to talking them through the model answer. Gradually, more pupils are starting to go off task. He has lots of content still to cover in this lesson so decides to carry on rather than lose the pace of the lesson. He wants to reward pupils who are following his instructions. "It's so great to see Nico and Francesca so focussed, well done you two."

The pupils who have continued to talk have now reached a volume that Mr Murphy cannot ignore. "Back row, all three of you are now on your first sanction because you are constantly talking and not doing as you are told."

Mr Murphy decides it is best to move on to the next task before fully completing his feedback task. After the lesson he is left wondering what he could do next time to ensure all pupils stayed on task.

Task: Respond to the following questions independently.

Questions

- a) Which underlying feature is missing from the scenario? (There may be more than one.)
- Consistency
 - Clarity
 - Rationale
 - Checking that pupils are following instructions
 - Positive reinforcement
- b) What impact does the absence of this feature have?

Underlying feature	Response/suggestion
Consistency	
Clarity	

Rationale	
Check pupils are following instructions	
Positive reinforcement	

Task: share in pairs.

Notes:

Task: share with the group.

Notes:

Reflect and record

Take a few minutes to reflect on the group discussion and record your final thoughts on scenario 4.

Notes:

Option B: Practice task

- > Low level disruption
- > Low level disruption might be experienced during, or as a result of:
 - > Entries and exits
 - > Transitions (between tasks, passing out materials etc.)
 - > Longer tasks
 - > Whole-class discussions
 - > Independent tasks
 - > Group and pair work
 - > Challenging content
 - > Content which feels too easy
- > Wider contextual factors (non-classroom interactions, disrupted timetable, weather, visitors etc.)

Practice task

Think of a lesson you have planned for the coming week.

Identify a moment in the lesson which might be susceptible to low level disruption. (The list might help with this.)

Notes:

Underlying features

Underlying feature	Questions to consider when writing script:
Consistency	Have you already established any routines for this type of task or moment in the lesson? If so, how will you remind pupils of the routine? If not, how can you introduce the task in a way that can become routinised?
Clarity	Think carefully about the language you are using to set up your task. What do you expect pupils to do and how do you expect them to behave? Are you using clear, simple language? Are you ordering information and instructions logically?
Rationale	What is the purpose of the task you are setting up? How will the task benefit pupils in the short and or long term?
Check pupils are following instructions	What will you do to check that pupils are following instructions? What will this look like? What will you do if pupils are not following instructions?
Positive reinforcement	What actions and behaviours will you look out for as examples of positive pupil behaviour? How will you acknowledge positive behaviour and praise pupils?

Model script

While I am talking you through this piece of work, I expect you to pay full attention. You will need to work in silence. As always, you should have your green pens in your hand, ready to make improvements to your own copy of the paragraph as we go. Remember, we are looking for three things as we assess the model: use of the key vocabulary we have covered this week to describe our holidays, use of at least two opinion phrases and accurate adjective agreements. Green pens in hands. Let's do it.

[Reviews room having delivered initial instructions.]

At least 80% of us are ready to go. That's great to see, well done. It's super important that we are all paying full attention. We can then note down all of the changes we think of. We don't want to miss anything which will help you to improve your own work in the next task.

[Noticing that one pupil is still off task.]

We have made some fantastic additions to our model so far. It is really important that we all add this extra example to our paragraphs. I haven't yet seen this vocabulary in anyone's writing and it will increase the quality of our work when we return to our own paragraphs. I should see all of your green pens adding this in.

Practice task

Task:

- > Write a script for the moment or task you have identified.

- > Use the prompts in your workbook to ensure that you are drawing on each of the underlying features.

Script:

Reflection

As you were scripting, which of the underlying features felt most natural to you? Which features do you think you are already using to prevent and manage low level disruption?

Which of the underlying features do you think you are not yet using, or do you find more challenging? What are your next steps for practising the use of these features?

Notes:

Option C: I Do (2)

Read and analyse

Underlying features for scenario 5

The underlying features you need to have in mind as you read these scenarios are below. They are the same as the previous scenarios:

Underlying Feature	Description
Consistency	Ensure the classroom environment is predictable by having a consistent approach to routines, task style, delivery of instructions and ways of addressing pupil behaviour (both responding to low-level disruption and positive reinforcement), in line with whole-school policies.
Clarity	Convey behavioural expectations specifically, clearly, concisely and with appropriate emphasis so pupils know what they are expected to do without confusion or ambiguity.
Rationale	Explain to pupils the purpose and benefits of tasks and instructions so pupils know both what they are expected to do and why.
Check pupils are following instructions	Ensure pupils understand and remain focused on instructions by proactively, overtly, and continually checking pupils are following instructions, and then intervening early when expectations are not met.
Positive reinforcement	Draw attention to the positive by acknowledging pupils for positive behaviours and praising pupils for behaviours that exceeds expectations.

Scenario 5

Mr Adiche is lining his class up outside the classroom after lunch. This is part of their daily routine. "I'm looking for all faces towards me, please." Mr Adiche looks down his line. He notices two pupils are looking down at their feet and are slumped against the wall. He begins to walk down the line. "We are nearly ready. I am just waiting for a couple of us to be stood up nice and straight with faces towards me. I want to be sure that everyone knows what they are supposed to be doing when we get into the classroom." All pupils are now looking his way and Mr Adiche leads them into the classroom. He reminds them they will be silently reading for 15 minutes; their daily routine after lunch.

Mr Adiche knows the two pupils who needed an additional reminder in the line often play football together at lunchtimes. Previously, there have been unresolved lunchtime conflicts involving the pupils which have disrupted his afternoon lessons. Mr Adiche knows that if he doesn't address this quickly and

proactively then minor disruptions can escalate. However, he also knows both pupils' behavioural needs. If he brings them over to speak to him about what has happened (either individually or as a pair), it is likely to escalate the situation.

His class have sat in their seats and are reading silently. Mr Adiche stands at the front of the room, watching intently. A couple of pupils look up and catch his eye. He smiles at them, nods, and then gives them a thumbs up.

Once he is confident that the class is settled and focussed on reading, he moves over to Minal and bends down to her level at the side of her desk. This is so he can still see the rest of the group. Mr Adiche whispers, "Are you okay Minal?" She shrugs. "Okay, I will give you a couple of minutes and will come back before the end of reading time. It is important to me that you are in the right frame of mind so you can focus on our lesson this afternoon."

He goes to speak to the other pupil. They tell him that they have fallen out with Minal at lunchtime. Mr Adiche acknowledges how this pupils is feeling and gives them an explanation as to why he now needs them to focus on this afternoon's lesson. He returns to Minal.

"Minal, I understand at the time that that was important to you, and you felt it was unfair. We are now in lesson time. I really need you to give all your attention to this afternoon's learning because I know you will find it easier to learn if you do. We can talk about this at the end of the day if you still want to then. I am really looking forward to telling your mum how great your afternoon has been. We have five more minutes of reading. I reckon you can read at least 3 more pages in that time!"

Task: Respond to the following questions independently.

Questions:

- a) Which can you see the underlying features in the scenario?
 - Consistency
 - Clarity
 - Rationale
 - Checking that pupils are following instructions
 - Positive reinforcement
- b) What impact do these features have on the teacher's ability to manage low level disruption?

Underlying feature	Response/suggestion
Consistency	

Clarity	
Rationale	
Check pupils are following instructions	
Positive reinforcement	

Close

Reflection

- > Of the underlying features, which do you already use to help you to maintain high expectations?
- > Which of the underlying features will you use more in order to support you to:
 - > Maintain high expectations
 - > Prevent low level disruption
 - > Respond to low level disruption?
- > Know when your next clinic takes place.
- > Any questions?

Appendix

Alternative I Do (1)

Task: Read the scenario.

Scenario 6

As part of their approach to developing all pupils' speaking and listening skills, teachers at Tonsdown Primary School regularly use talk partners throughout lessons. Here, teachers pose a question, then ask pupils to turn to their partner to share their responses in a structured way.

Ms Ayaz is teaching a literacy lesson, using the story 'Paddington's Post'. The class have read a page together, and now Ms Ayaz wants pupils to share how they think the main character feels. It is the autumn term, and while pupils have used talk partners before, they are still getting used to the routine in lessons.

In line with her classroom routine, Ms Ayaz has used a call and response to ensure all pupils are looking at her and paying attention. After she has shared the question with pupils, she gives the following instructions: "You are going to talk about this question now in pairs. Throughout your discussion, you need to make sure that you are looking at your partner and listening to what they say. When I say go, partner A will share their answer first. When I put my hand up, partner A will stop, and partner B will share their response. Let's get ready - turn to face your partner now." As Ms Ayaz gives this instruction, she has three corresponding visual cues up on the board. In turn, she indicates to these. There are cues for looking, listening, and hands up to help pupils to remember the process.

Ms Ayaz scans the room. While she can see most pupils have turned to face each other, there are still some pupils who have not yet done this.

"I can see most of us have turned to face our partners and are ready to discuss this question. Remember, it is important that we look at each other, to show that we are paying attention to our partner." Again, she points at the visual cue for looking.

Ms Ayaz scans the room again, and this time, all pupils are ready to start their discussion.

During the discussion, she notices that one pupil begins looking around the classroom. She briefly says his name and indicates to the visual cue on the board for looking. He turns to look back at his partner.

Question:

a) Where can you see the underlying features in the scenario?

- Consistency
- Clarity
- Rationale
- Checking that pupils are following instructions
- Positive reinforcement

b) What difference do you think the underlying features make to the teacher maintaining high expectations in the scenario?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Consistency	
Clarity	
Rationale	
Check pupils are following instructions	
Positive reinforcement	
Other notes:	

Alternative I Do (2)

Task: Read the scenario.

Scenario 7

Mrs Harris is a teacher in a year 3/4 mixed class in a Special School. The school uses Zones of Regulation (ZOR) as a whole school strategy to support pupils to understand their emotions and develop strategies to self-regulate. Each pupil in the primary school has a Zones of Regulation board and a ZOR toolkit on their desks.

Mrs Harris has embedded into the pupils' routine a 'check in' of their zones at all transition times. The pupils are returning from playtime and arriving back in class ready for their next lesson. Mrs Harris asks all the pupils to check their Zones of Regulation board and to move themselves to the zone they currently feel they are in. One of her pupils, Nisha, has shown she is in the yellow zone, Mrs Harris could also see that Nisha wasn't ready to start the lesson. Mrs Harris walks over to Nisha and bends down to her level. She reminds Nisha that we all need to try to be in the green zone to help us get ready for learning, Mrs Harris points to Nisha's toolkit and asks her which strategy she could use to help her feel in the green zone. Nisha chooses a 'roll in the cone' outside of the classroom. Mrs Harris praises Nisha for identifying a strategy that will help her, she writes on Nisha's Now and Next board, Now - roll in the cone, next - Literacy in class.

Mrs Harris asks a teaching assistant to check on Nisha to see if she is ready to return to class and to use her Zones of Regulation board. Nisha moves it to green. The teaching assistant checks that Nisha has understood what she needs to do next, using the Now and Next board to show Nisha that it is now time to return to the literacy lesson. Nisha returns to class. Mrs Harris welcomes Nisha back and praises her for using her toolkit to get herself ready for learning.

Question:

a) Where can you see the underlying features in the scenario?

- Consistency
- Clarity
- Rationale
- Checking that pupils are following instructions
- Positive reinforcement

b) What difference do you think the underlying features make to the teacher maintaining high expectations in the scenario?

Task: Take notes while the facilitator models how the underlying features appear in the first scenario.

Underlying feature	Response/suggestion
Consistency	
Clarity	
Rationale	
Check pupils are following instructions	
Positive reinforcement	
Other notes:	

References

Barker, J. and Rees, T. (2020). Developing School Leadership. In: S. Lock, ed., *The ResearchEd Guide to Leadership*, 1st ed. John Catt Educational.

Kennedy, M., (2016) Parsing the Practice of Teaching. *Journal of Teacher Education*. Los Angeles, CA: SAGE Publications, 67(1) pp. 6–17.