

# MODULE 3

## Behaviour for Learning and Special Education Needs

### CONTENT:

- M3 Workshop Module - Behaviour for Learning and SEN
- M3 You tube clips
- M3P1 Presentation Learning Environment
- M3P1 Behaviour for Learning Card Sort
- M3P1 Scenarios
- M3P1 Teacher Standards exercise
- M3P2 Presentation Managing Behaviour
- M3P2 Behaviour Categories - Card Sort
- M3P2 Sample Class Rules 1
- M3P2 Sample Class Rules 2
- M3P2 Sample Class Rules 3
- M3P2 Sample contract for Learning
- M3P2 Behaviour Ladder
- M3P2 Sanctions Pyramid
- M3P2 Sanctions Pyramid – Negative comments
- M3P3 Presentation Special Educational Needs
- M3P3 Sample Behaviour Support Plan
- M3P3 Sample IEP
- M3 Evaluation Sheet

Workshop Module	Workshop Objectives	Activities and resources	Resources
<b>Module 3 Behaviour for Learning and Special Education Needs</b>	<b>1. Understand the difference between behaviour and behaviour for learning</b>	<p>Introduce the topic (Slide 1)</p> <p>Activity – introduce the module objectives (slide 2)</p> <p>Activity – what is the difference between behaviour and behaviour for learning, card sort (Slide 3)</p> <p>Discuss</p> <p>You tube clip – activity – identifying behaviour and behaviour for learning issues – answer questions and discuss</p> <p>Creating an effective learning environment (Slides 5 &amp; 6) – put the words – learning environment in the middle of a flip chart sheet and either brainstorm or get them to complete in groups</p> <p>Discuss the conclusions.</p> <p>Look at this list: (slide 7)</p> <ul style="list-style-type: none"> <li>– Need for a pleasant atmosphere</li> <li>– Need for the teacher to know the pupils</li> <li>– Need for positive relationships</li> <li>– Need for pupils to have confidence in their teacher</li> <li>– Need for the pupils to feel safe</li> <li>– Need for the pupils to know what they are doing</li> <li>– Need for the pupils to be able to make progress</li> <li>– Need for the pupils to be clear about what is</li> </ul>	<p>Powerpoint 1 Learning Environment</p> <p>Behaviour v Behaviour for Learning Card sort</p> <p>YouTube clip  <a href="https://youtu.be/Qjex_QXZdO8">https://youtu.be/Qjex_QXZdO8</a></p> <p>Flip Chart</p>

		<p>expected</p> <p>Ask them to work in pairs or groups and list what these mean in practice. Compare answers.</p> <p>Relationships: (Slide 8)</p> <p>Look at this video clip, which dates from 1947 – the first 7 minutes, list all of the negative issues and negative statements – what are the issues arising from this?</p> <p>How could this be handled differently?</p> <p>If you want – look at the final part of the clip about how to do it differently.</p> <p>Scenario – role play – in groups of three – one plays the pupil, one the negative teacher and one replays the role as the positive teacher.</p> <p>Role of the teacher – UK professional standards (Slides 9 – 11)</p> <p>Look at these four standards – if you were observing a teachers, how would expect to see them in practice?</p> <p>Plenary - discuss</p>	<p><a href="http://youtu.be/G7bGv7LPL4Y">http://youtu.be/G7bGv7LPL4Y</a> #discipline #classroom</p> <p>Scenarios</p> <p>Teacher Standards</p>
--	--	--	---

	<b>2. Developing strategies for behaviour management</b>	<p>Introduction to the topic (Slide1)</p> <p>Different types of behaviour – do the card sort (Slide 2)</p> <p>Discuss the different categories and what might be the triggers for poor behaviour.</p> <p>In small groups, provide an example from your own experience of one of the following and explain how you dealt with it. Would you have done anything differently?</p> <ul style="list-style-type: none"> <li>• pupil arrives late for class</li> <li>• not paying any attention</li> <li>• noisy disruption</li> <li>• abuse to peers</li> <li>• chatting to friends</li> </ul> <p>Watch the video clip. (Slide 3) Analyse the types of behaviour, any triggers and the approaches taken in dealing with them. Are there any other issues in the video you would have picked up?</p> <p>Developing a system (Slides 4 ) – classroom management – what is it? Say that we have covered the learning environment – now we will look at rules and policies.</p> <p>Discussion on classroom rules and expectations (Slide5). Introduce the topic with a brief discussion on why they are important.</p> <p>In groups, discuss what rules you apply to your own classrooms and come up with a generic set for</p>	<p>Powerpoint 2 – Behaviour Management</p> <p>Behaviour Categories – card sort</p> <p><a href="https://youtu.be/uq_FaEGavC4">https://youtu.be/uq_FaEGavC4</a></p>
--	--	---	---



	<b>3. Managing pupils with SEN</b>	<p>Introduce the topic – (Slide 1)</p> <p>Look at the different types of SEN and discuss how you approach them differently. (Slide 2)</p> <p>Look at the strategies for dealing with SEN (Slide 3) – key to this is differentiation.</p> <p>Watch the video clip on differentiation (Slide 4)</p> <p>In groups give one or two examples of how you would differentiate for a pupil with the following SEN?</p> <ul style="list-style-type: none"> <li>• partially sighted</li> <li>• autism</li> <li>• poor attention span</li> <li>• hearing impairment</li> <li>• dyslexia</li> </ul> <p>Feedback</p> <p>Discussion</p> <p>What are the support mechanisms available in your school?</p> <p>How does managing a pupil with SEN relate to the behaviour for learning criteria? What are the potential links between SEN and behaviour management? What are the main strategies you would adopt for supporting a pupil with SEN in your class? Can you give some examples from your own classroom experience?</p> <p>For pupils with more prominent Special Needs, they may have a specific Individual Education Plan (Slide 5)</p>	<p>Powerpoint 3 - Special Educational Needs</p> <p>YouTube clip  <a href="https://youtu.be/EOPe_cJ67No">https://youtu.be/EOPe_cJ67No</a></p> <p>Flipchart</p>
--	------------------------------------	---	---



You tube clips

<https://youtu.be/s-FzB6T6cGA> - indian

<https://youtu.be/G7bGv7LPL4Y> - 1947

<https://youtu.be/XMhIUo2a1iE> - ineffective classroom management

[https://youtu.be/Qjex\\_QXZdO8](https://youtu.be/Qjex_QXZdO8) - bad teacher clip

<https://youtu.be/iW0XsQ4X28s> - bad lesson (weather ) au

<https://youtu.be/SAGS1lFp-dk> - how not to handle discipline in the classroom

<https://youtu.be/R6psMucLhVY> - 6 tips on positive management

[https://www.youtube.com/embed/uq\\_FaEGavC4](https://www.youtube.com/embed/uq_FaEGavC4) -Discipline issues





# **Trainee to Trained Teacher**

## **Module 3 – Behaviour for Learning and Special Education Needs**

### **Learning Environment**



Erasmus+



# Module Objectives

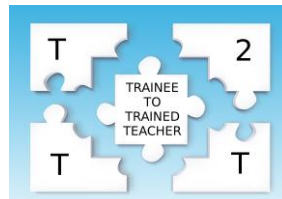
Understand the difference between behaviour and behaviour for learning

Developing strategies for behaviour management

Managing pupils with SEN



Erasmus+



# What is the difference between behaviour and behaviour for learning?

- Look at these words and phrases
- Which column do they belong to?

Behaviour	Behaviour for Learning
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?
?	?



# What is the difference between behaviour and behaviour for learning?

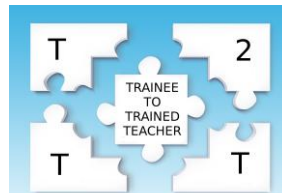
- **Bad Teacher**

[https://youtu.be/Qjex\\_QXZdO8](https://youtu.be/Qjex_QXZdO8)

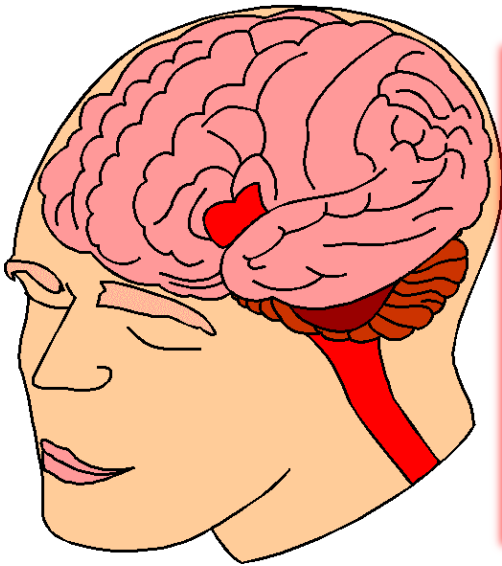
- Look at this video clip.
- What behaviours do you see in the children and the teacher?
- What are the behaviour for learning issues?



Erasmus+



# The Learning Environment?

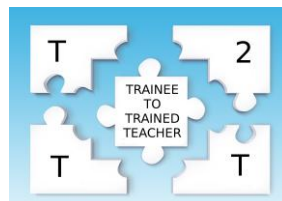


## Cerebellum and Brain Stem - *Reptilian Brain*

This part of the brain looks after our basic survival.

When students are under threat or stress the limbic system and cortex “switch off” and they are biologically unable to learn.

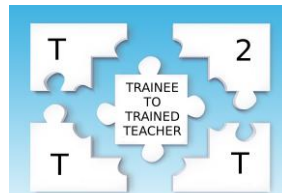
- Stress creates the freeze, fight or flight reactions



# The Learning Environment?

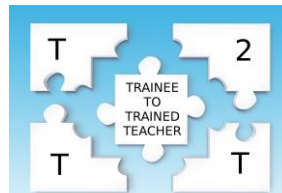
- Pupils are much more likely to learn if they are happy and relaxed
- What does a positive learning environment look like?

- You are creating a strategy for an effective learning environment – what are the key features?



# The Learning Environment?

- Need for a pleasant atmosphere
- Need for the teacher to know the pupils
- Need for positive relationships
- Need for pupils to have confidence in their teacher
- Need for the pupils to feel safe
- Need for the pupils to know what they are doing
- Need for the pupils to be able to make progress
- Need for the pupils to be clear about what is expected



# What is the difference between behaviour and behaviour for learning?

- **Relationships - 1947**

- Look at this video clip.
- List all of the negatives you see?
- What are the behaviour for learning issues?

<http://youtu.be/G7bGv7LPL4Y> #discipline #classroom



Erasmus+





# Professional attributes - Teacher Standards in the UK

- Teacher as a role model

## Professional attributes

All teachers should:

### Relationships with children and young people

C1

Have high expectations of children and young people including a commitment to ensuring that they can achieve their full educational potential and to establishing fair, respectful, trusting, supportive and constructive relationships with them.

C2

Hold positive values and attitudes and adopt high standards of behaviour in their professional role.

### Frameworks

C3

Maintain an up-to-date knowledge and understanding of the professional duties of teachers and the statutory framework within which they work, and contribute to the development, implementation and evaluation of the policies and practice of their workplace, including those designed to promote equality of opportunity.

C4

(a) Communicate effectively with children, young people and colleagues.  
(b) Communicate effectively with parents and carers, conveying timely and relevant information about attainment, objectives, progress and well-being.  
(c) Recognise that communication is a two-way process and encourage parents and carers to participate in discussions about the progress, development and well-being of children and young people.

C5

Recognise and respect the contributions that colleagues, parents and carers can make to the development and well-being of children and young people, and to raising their levels of attainment.

C6

Have a commitment to collaboration and co-operative working where appropriate.

### Communicating and working with others



Erasmus+



# What is the teachers role?

- UK teacher standards
- What do you think they mean in practice?
- How would you know that they have been met?

Have high expectations which of pupils, including a commitment to ensuring that they can reach their full potential

Evidence

2. Establishing fair, respectful, trusting, supportive and constructive relationships

Evidence



Erasmus+



# What is the teachers role?

- UK teacher standards
- What do you think they mean in practice?
- How would you know that they have been met?

**3. Hold positive values and attitudes and adopt high standards of professional behaviour**

**Evidence**

**4. Contribute to the development, implementation and evaluation of policy and practice in the workplace including equality of opportunity**

**Evidence**



Erasmus+





# **Trainee to Trained Teacher**

## **Module 3 – Behaviour for Learning and Special Education Needs**



Erasmus+



## Behaviour

## Behaviour for Learning

<b>putting your hand up</b>	<b>praise</b>
<b>daydreaming</b>	<b>display</b>
<b>doing your homework</b>	<b>organisation</b>
<b>listening to others</b>	<b>relating</b>
<b>bullying</b>	<b>knowing needs</b>
<b>shouting out</b>	<b>engagement</b>
<b>chatting</b>	<b>expectations</b>

## SCENARIOS

Two 12 year old girls have been engaged in constant chatter throughout the lesson. The teacher has given two warnings to stop it, but it has continued. Several students are now complaining about being disrupted by their talking. One of these students has had this issue on several other occasions, while the other hasn't been in trouble for anything.

A 14 year old boy routinely comes to his maths class without his book or equipment. This typically happens 2-3 times per week. The teacher has given the student detention on multiple occasions, but it has not been effective. Yet again today he has not brought anything with him.

**1. Have high expectations of pupils,  
including a commitment to ensuring  
that they can reach their full potential**

**Evidence**

**2. Establishing fair respectful, trusting,  
supportive and constructive  
relationships**

**Evidence**



**3. Hold positive values and attitudes  
and adopt high standards of  
professional behaviour**

**Evidence**

**4. Contribute to the development,  
implementation and evaluation of  
policy and practice in the workplace  
including equality of opportunity**

**Evidence**



# **Trainee to Trained Teacher**

## **Module 3 – Behaviour for Learning and Special Education Needs**

### **Managing Behaviour**



Erasmus+



# What are the different types of poor behaviour?

- Which column do they belong to?
- Can you think of other examples?
- What might be the reasons for the poor behaviour?

**Diffident**

**Disruptive**

**Defiant**



Erasmus+

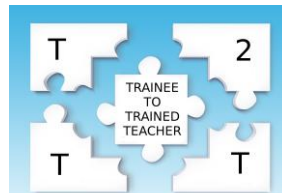


# Behaviours and Behaviour Management

- Discipline Issues

[https://www.youtube.com/embed/uq\\_FaEGavC4](https://www.youtube.com/embed/uq_FaEGavC4)

- Look at this video clip.
- What are the types of behaviour?
- Can we recognise any triggers
- Are there any other issues in the video you would have picked up?



# Classroom Management

A definition:

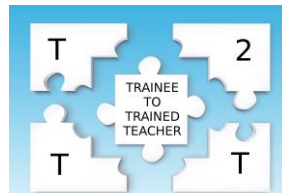
- Classroom management is a method by which a teacher creates a positive and productive learning environment for his or her students by **preventing** and **effectively dealing** with inappropriate behaviour.

Tools:

- Learning Environment
- Physical organisation of the classroom
- School Behaviour Policy
- Classroom Rules
- Being Prepared
- How you teach



Erasmus+



# Classroom Rules

Having a clear set of expectations and rules can help prevent poor behaviour and also ensure consistency. What rules do you apply to your own classrooms?

**You are creating a set of classroom rules. Consider**

- how many rules
- what are the priorities
- what language to use
- how to present them
- look at some examples from schools – in groups discuss and comment on them. One of them is a contract for learning – how is this different?



# Behaviour Policy

A school's behaviour policy will

- ensure consistency in the way that teachers act
- be fair to all pupils and ensure they are treated equally
- recognise good behaviour and success as well as dealing with poor behaviour

Have a look at the examples of rewards and sanctions:

- what do you think are the strong points?
- what would you change?

Create your own model of rewards and sanctions.







# **Trainee to Trained Teacher**

## **Module 3 – Behaviour for Learning and Special Education Needs**

### **Managing Behaviour**



Erasmus+





**Diffident**

**Disruptive**

**Defiant**

<b>making excuses</b>	<b>attention seeking</b>	<b>swearing</b>
<b>avoiding starting work</b>	<b>chatting</b>	<b>refusal to do what is told</b>
<b>giving up easily</b>	<b>shouting out</b>	<b>answering back</b>
<b>inattention</b>	<b>silly noises</b>	<b>bullying</b>
<b>not completing work</b>	<b>interrupting</b>	<b>abusive to peers</b>
<b>untidy work</b>	<b>clicking pen</b>	<b>playing with phone</b>
<b>doodling</b>	<b>distracting others</b>	

**SAMPLE**

**Freedom High School**  
**Mr. Nieves**  
***Classroom Rules & Procedures***

**I. Introduction**

A. Rules and procedures are fundamental in life. We follow rules and procedures in our daily lives for things such as approaching a traffic light, starting a car and driving, and making a letter.

There are also rules and procedures in this classroom. These rules and procedures ensure a positive atmosphere in the classroom. They contribute to a controlled and learning environment for everyone.

**II. Procedures for Entering the Classroom**

A. There is a specific way I want you to enter the classroom. I expect you to follow these procedures:

1. You are not to stand or wait around in the hallway.
2. Enter the classroom quietly without running or pushing.
4. Take your assigned seat
5. Copy the Bellwork assignment from the board in your notebook
6. Work quietly and by yourself
7. Wait for further instructions from the teacher

**III. If You Are Late**

A. You are late to class if you are not inside the classroom when the bell rings. If you are late to class you must:

1. Walk in quietly making as little noise as possible.
2. Sign-in at the Tardy Sheet. (Name, date, time) If you have a pass leave it in the folder.
3. Take your assigned seat.
4. Join the activity in progress. If you don't know what the class is doing raise your hand until the teacher sees you.
5. Continue working (waiting) quietly until I get to your desk.

B. Consequences for Tardiness

See Classroom Rules and Consequences.

**IV. If You Are Absent**

A. It is your responsibility to make-up any assignments or tests in a timely manner when you return from an absence. Follow this procedure:

1. Join the activity in progress. If you don't know what to do, raise your hand and wait until I reach you.
2. During the last 5 minutes of class or during "privileged time" copy the missing activities and Bellwork. You may get this information from a responsible classmate.
3. If you need to make-up a test you must make arrangements with the teacher during the last 5 minutes of class. Tests can only be made up before school or during lunch and only if previous arrangements have been made.

B. E-mail assignments

If you have access to the Internet at home you may e-mail me at: [email@email.net](mailto:email@email.net) and ask for missing work.

You can also e-mail work if possible. Class work and homework are posted on the website

<http://sample.website>

**V. Turning in Assignments**

The teacher will sometimes collect homework, group-work or individual work. You will turn these in only when the teacher asks for them. Make sure the assignment has your full name, period number and date. This should be on the top margin of your paper.

**VI. Extra Credit Assignments**

Extra credit assignments will be listed in the class syllabus with the due dates. You will have a complete grading period (nine weeks) to work on extra credit. Anyone may turn in extra credit.

**VII. Getting Your Attention**

A. There may be times when I may need to get everyone's undivided attention so that I may give directions,

explanations, answer group questions, etc. or if the noise level gets too loud. When I need everyone to stop talking and pay attention to me:

I will say "Class, your attention please" and raise my hand.

When you see me raise my hand you must:

1. Raise your hand and keep it up until I put down mine.
2. Stop talking and look at me.
3. Wait for me to speak.

This procedure should take us no more than 10 seconds.

#### **VIII. Procedure for the End of Class and Class Dismissal**

Right before the bell rings everyone should: be in assigned seat, be quiet, gather all their materials and wait for the teacher to dismiss the class.

#### **IX. When We Have a Visitor**

A. When we have someone come into our classroom who is not part of our class (teacher, administrator, student, parent) you are expected to follow the same classroom rules and procedures. You are expected to be polite to the visitor. Do not talk to the visitor unless he/she is talking to you directly. Continue working on your assignment as usual.

B. If the visitor needs to speak to me privately, I expect you to remain in your seat without talking until I finish speaking with the visitor.

#### **X. When You Finish Early**

A. If you finish all of your assigned work early you may a) read independently b) work on an assignment for another class c) write d) draw e) work on extra credit. **DO NOT TALK OR DISTURB OTHERS.**

#### **XI. Restroom Policy**

A. In order to control the amount of traffic leaving my classroom a maximum of 3 people may go to the restroom during any given period. You may go to the restroom only if:

- a) you have finished all of your assigned work
- b) the class is working on Individual Seatwork (no passes during Teacher or Guest Lecture)
- c) you have not abused this privilege in the past

B. If permission is given to go to the restroom you must provide your own planner and have the teacher sign it.

#### **XII. Classroom Rules**

A. Classroom Rules are posted in the classroom. Let's quickly review what each rule means.

1. Respect the teacher and classmates (You respect the teacher when you do what he says, don't talk back, do not touch his property without permission, and follow all classroom rules and procedures. You respect your classmates when you follow classroom rules and procedures)
2. Follow directions (This means that you do whatever the teacher tells you to do without complaining or arguing about it. Example: return books, go back to seat, copy from board, stop talking, etc.)
3. Keep hands, feet, and objects to yourself (This means you do not throw things, kick things, push people, hit people, etc.)
4. No swearing, teasing, or name calling (You do not use obscene or vulgar language in the classroom for any reason. You do not make fun of or tease another classmate because of his color, race, language, religion, etc.)
5. Be in the classroom when the bell rings (This means I want you in your seat as soon as you come into my classroom and I want you to be on time.)
6. Severe: No fighting, threats, or verbal abuse (It is extremely inappropriate for you to fight with another classmate, threaten anyone, or verbally abuse by insulting.)

#### **XIII. Consequences**

A. Everything we do in life has consequences. If you choose to run a red light, you must accept the consequences that come with it (traffic ticket, taking someone's life, crashing your car, etc.). Consequences are the things that happen to you when you choose not to obey a rule. This is what will happen if you choose to violate one of the classroom rules:

1. 1<sup>st</sup> time: Warning (I will usually look at you to let you know and mark you on my tally sheet)
2. 2<sup>nd</sup> time: **Detention (25 minutes & written assignment)** (On **Tuesdays before school**)
3. 3<sup>rd</sup> time: **Detention (50 minutes & written assignment)** (On **Tuesdays before school**)
4. 4<sup>th</sup> time: **Call parents** (and/or send note home)
5. 5<sup>th</sup> time: **Referral**
6. **Severe: Time out and steps 4+5**

#### XIV. Tracking Your Behavior

A. In order to help you make responsible decisions. I will use a chart to track your behavior that looks something like this:

Week of _____ Student Name	Mon.	Tue.	Wed.	Thurs.	Friday	Totals
Angela Saint	T				O	1O 1T
Mark Meany	L	L,G	L	D	D,A	3L 2D 1G 1A
Shirley Allright	Y		T	O		1T 1O 1Y

#### Key to Violations

<b>A</b> -Arguing	<b>L</b> -Loitering	<b>P</b> -Physical contact, throwing, hitting
<b>B</b> -Dress Code	<b>M</b> -Making	<b>R</b> -Failure to follow directions
<b>D</b> -Disruptive	noises/sounds/tapping	<b>T</b> -Talking
<b>F</b> -Food or drink	<b>N</b> - Name Calling, Swearing,	<b>V</b> -Vandalizing/Liter
<b>G</b> -Out of seat	Teasing,	<b>W</b> -MP3 or cell phone
<b>I</b> -Inappropriate Comment	<b>O</b> -Off task	<b>Y</b> - Tardy

**Rule Violations** – You start a clean slate every week. Consequences will be enforced only for the repeated violations committed during that week. If you reach the 4<sup>th</sup> step two weeks in a row you will be referred to administration automatically.

a. Failure to Follow Procedures – *See Classroom Rules & Consequences.*

**Rewards** – I will recognize students who choose responsible behavior by offering them to select a reward from the Rewards poster if they have no marks next to their name for two consecutive weeks.

Possible rewards are: a) 5 bonus points on test or quiz b) excused from one individual assignment c) grab bag d) turn in assignment late for full credit or e) open book test

***SAMPLE***

# Classroom Rules

1. Be in class on time.
2. Listen to instructions and explanations.
3. Talk to your classmates only when there is an activity or assignment that requires you to.
4. Use appropriate and professional language at all times.
5. Keep your hands, feet, and objects to yourself.

# Classroom rules

**Every student is important in this room.** No student is *more* important than anyone else. Our goal is to achieve the best education we can. To make this happen, we have to obey certain rules. This means you will have to behave in a certain way, so that everyone gets the best education possible. These are the basic rules that everyone must follow. Failure to follow these rules will result in a sanction. Success in following these rules will lead to everyone's success.

1. The teacher is in charge of the room, and the class. Any reasonable instruction must be followed.
2. No calling out- every student must put their hand up to speak
3. If the teacher is speaking, the class must listen
4. If the teacher has asked anyone else to speak, the class must listen
5. Every student should bring their equipment to all lessons
6. At the beginning of the lesson, students should take their assigned seats, and quickly begin the work given to them.
7. All homework should be recorded in your planner; it must be handed in on time.
8. All work will be completed to the best of your ability.
9. No one is permitted to leave the room, or walk around the room, without permission.
10. All students should show manners to every other member of the class, the teacher, and to any guests in the room.

I agree to abide by these rules, and I understand what I must do in order to uphold them.

Signed \_\_\_\_\_

Parent/ guardian signature \_\_\_\_\_

Teacher signature \_\_\_\_\_

**SAMPLE**

# Teesdale School's



## Contract for Learning

All stakeholders – Students, Staff and Governors agree to:

*'Respect other people and their property so everyone can achieve their potential'*

In order to do this we agree:-

- To speak to and work with others in a respectful manner.
- For only 1 person to speak at a time.
- To arrive on time and be equipped ready for learning. Equipped means having the correct equipment for the lessons of the day including your planner.
- For mobile phones and all electronic equipment to be switched off and put away during lesson time.
- Follow all staff instructions first time every time. If you feel that you have been treated unfairly, speak to your FT, AHOH or HOH who will discuss this with the member of staff involved.

This contract has been agreed on behalf of the whole school by a selection of students, staff and governors. It will be reviewed annually in June.



**SAMPLE**

## Behaviour ladder

### Sanctions for breaking learning contract

Principals responsible for incidents at these stages.

#### 8. Fixed term or Permanent exclusion

#### 7. Contract meeting with Co-Principal / HOH

Each time contract broken 1 day in isolation served. Fixed term exclusion after 5 breaks of contract. (3,5,10,12,14 days). 3 clean weeks before coming off contract. Contract to double as BSP/PSP.

#### 6. Isolation

1,2,3,4 day periods of isolation decided by JS. Takes place in isolation room with a bank of work provided by each faculty for each KS. Isolation room timetabled break responsibilities shared by teachers of P2 &3. Lunch by SM/LK and existing duty teams. 5 Incident forms = 1 day of isolation. Failure to behave = alternative school day 10am-5pm in isolation.

#### 5. On Call

Student removed from that lesson by SM/LK or pastoral staff. Student escorted to isolation room and isolated for that lesson.

Parents notified by subject teacher of reasons for removal.

2 removals in 5 days equals 1 day in isolation. Parents must attend a meeting with HOH/AHOH.

Subject teacher must complete incident form. Phased return into that subject at the discretion of AHOF/HOF

#### 4. Faculty withdrawal

If appropriate student removed to another room within the faculty.

Director of faculty to draw up a rota to support their area. If not appropriate use on call. Automatic faculty detention and incident report.

#### 3. Teacher detention

Recorded in student and staff planner.

Incident report completed. Failure to attend results in student being placed in the detention system.

#### 2. Written Warning

Recorded in student planner. Possible comment in SIMs. Persistent written warnings require incident form to be completed. **No planner = 1st offence warning 2nd offence with-in a half term = 1 day isolation. Notify Form Tutor if student has no planner.**

#### 1. Verbal Warning

First break of learning contract after settling into work period, not recorded formally. Intended to encourage pupils to work without disrupting the learning.

Mid Leaders along with subject teachers responsible for incidents at these stages.

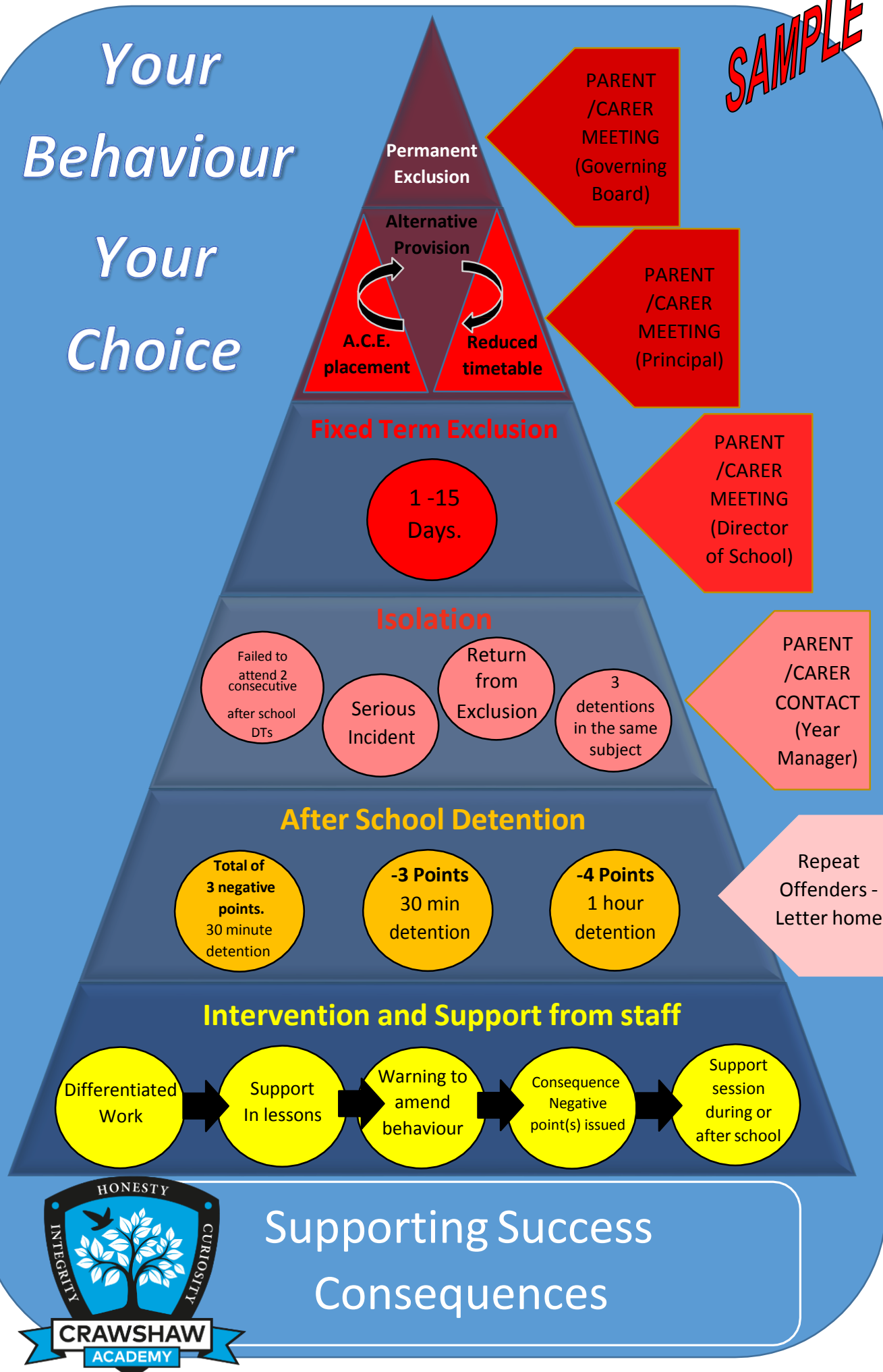
Subject teacher and Form Tutor responsible for incidents at these stages.

Incident forms can be completed at any time but must be completed at stage 3

**SAMPLE**

*Your  
Behaviour*

*Your  
Choice*



**SAMPLE**

*Your  
Behaviour*

*Your  
Choice*

Serious  
incident

Referral to Year  
Manager

Out of  
bounds

Bullying

Inappropriate  
behaviour

Deliberate  
confrontation

**-3 Points**

Repeated failure  
to follow  
instructions  
in/out of class.

Refusal to hand  
over mobile  
phone or  
planner.

Failure to attend  
independent  
Learning session

No homework

**-2 Points**

Mobile phone  
confiscated

Uniform Issue

Refusal to cooperate

Off Task Chat

**-1 Point**

Shouting out

Refusal to work

Missing equipment

Inappropriate  
comment

Chewing/eating

Verbal Warning



Supporting Success  
Negative points



# **Trainee to Trained Teacher**

## **Module 3 – Behaviour for Learning and Special Education Needs**

### **Special Education Needs**



Erasmus+



# What is Special Needs?

The term 'special educational needs' refers to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

## **Medical Issues:**

- specific illnesses like cancer or cystic fibrosis or conditions like asthma or

## **Physical Disability:**

- need for a wheelchair, visual or hearing impairment, cerebral palsy

## **Behaviour Issues:**

- social and emotional issues, ADHD, Tourette's

## **Developmental Issues:**

- autism, Downs syndrome and intellectual disabilities

## **Learning Issues:**

- dyslexia, learning difficulties, low IQ

## **Mental Health Issues:**

- anxiety, depression, bi-polar



# What are the strategies for dealing with SEN?

- special learning programmes
- differentiation
- extra help from a teacher or assistant
- working in a smaller group
- supervision in class or at break
- help taking part in class activities
- support with physical or personal care difficulties, eg eating, getting around school safely or using the toilet

Use of an Individual Education Plan



# Differentiation

Key to dealing with a pupil with SEN, is having some way of differentiating the work and your classroom management.

Have look at this video [Differentiation](https://youtu.be/EOPe_cJ67No)

[https://youtu.be/EOPe\\_cJ67No](https://youtu.be/EOPe_cJ67No)

Give one or two examples of how you would differentiate the way you might organise your lesson and the work for a pupil with the following SEN?

- partially sighted
- autism
- poor attention span
- hearing impairment
- dyslexia



Erasmus+





# Individual Education Plan

## Information that may be contained in an IEP may include:

- Any likes, dislikes or anxieties that the child may have
- Assessment information
- Details of how the IEP will be co-ordinated
- Details of the child's additional support needs
- Details of who will be providing the support
- Home-based tasks and the parents' and child's comments
- Information and timescales for reviewing the IEP
- Targets that the child is expected to achieve within a specified period of time
- Targets set in the IEP should be "SMART", which stands for:
  - Specific, so that it is clear what the child should be working towards
  - Measurable, so that it is clear when the target has been achieved
  - Achievable, for the individual child
  - Relevant, to the child's needs and circumstances
  - Time-bound, so that the targets are achieved by a specified time



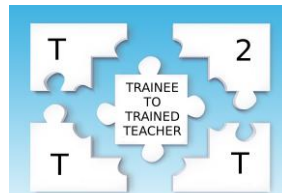


# Individual Education Plan

Have a look at the examples of an Individual Education Plan and an Individual Behaviour Plan:

- what do you think are the strong points?
- what would you change?

Create your own IEP or IBP for a pupil that you have had to deal with.





# **Trainee to Trained Teacher**

## **Module 3 – Behaviour for Learning and Special Education Needs**

### **Special Educational Needs**



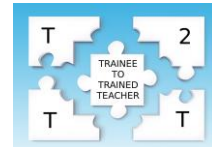
Erasmus+





## XXXX SCHOOL BEHAVIOUR SUPPORT PLAN

<b>Student's Name:</b>		Conner			<b>Tutor Group</b>	8 GIB
<b>Date:</b>	1 <sup>st</sup> July XXX	<b>Management Contact.</b>	JS			
		<b>Head of House</b>	JAB			
<b>People Present at set up of Pastoral Support Plan Meeting</b> SP: Conner, Conner's mother, TM (Connor's Deputy Head of House) and IB Conner's Tutor						
<b>Objectives: (long term)</b> To improve behaviour and remain at XXX School.						
<b>Main concerns are:-</b>  Conner continues to present persistent, low-level disruptive and uncooperative behaviour across a range of lessons. He is underachieving in a number of lessons and his effort is only satisfactory. Conner is easily led and drawn to the bad behaviours of others.  Conner has spent 3 days in isolation and has received 19 incident forms.  Attendance: Conner's attendance is below average at 88.8%, and his lateness is also a concern.						
<b>Strategies for supporting Conner:</b>						
<b>Targets:</b>  <b>To follow the contract for learning</b> <b>To complete 3 weeks whilst on behaviour support plan incident free</b>						
<b>Activities: (to help meet targets)</b> <b>Family :</b> <ol style="list-style-type: none"> <li>1. Continue to support the school and Conner by monitoring his planner and emailing concerns to TM.</li> <li>2. Display the contract for learning at home and remind Conner of his responsibilities.</li> <li>3. Share information with TM once a week.</li> <li>4. Set a 'work-period' to do some extension work on English and Maths with Conner</li> </ol>						


**Conner:**

1. Attempt to show a positive attitude in all lessons towards the work set.
2. Follow the learning contract – in particular to follow instructions first time.
3. To ask for and accept help when it is needed.
4. To behave sensibly in lessons with peers and avoid disruptions.

**School:**

1. Will monitor incident reports (TM).
2. Will contact home once a week to share information (TM).
3. Provide tutoring opportunities in subjects Conner has currently dropped attainment in. IB to provide the opportunity for Conner to work on additional English work during pastoral.
4. Will allow Conner opportunities to discuss issues once a week with TM.

**Provision/Resources:** Conner and his mother agree that there are no extra provisions or resources the school can provide.

**Monitoring: incident reports planner**

**Next Review Date: Friday XXX**

	Date <b>02-09-XX</b>	Review of IEP Date: <b>February XXXX</b>		IEP No 1
Statement objective	Target	Strategies and resources needed to achieve target	Professionals responsible for monitoring progress and details of how progress is to be monitored.	Success criteria
<p>*To develop her thinking and listening skills.</p> <p>*To develop her social skills and emotional maturity</p>	To complete an independent task if adult support is not available.	<p>*Give X one task she can do independently in each lesson and explain to X that, if adults are not available at a particular time, then she should begin this work.</p> <p>*Praise X if she manages to do this.</p> <p>*Explain to X that completing the task is helpful to the teachers as they cannot always give immediate attention to anyone student all of the time.</p> <p>*Role play different situations where X can explore how becoming involved in different situations can be unhelpful/ not getting involved is helpful.</p>	<p>X will be provided with a chart for her table to tick when she completes her independent task.</p> <p>Class teachers to record X'S progress in her Progress Folder.</p>	For X to complete her independent task 75% of the time.
<p>*To develop her basic literacy and numeracy skills.</p> <p>*To develop her concentration and persistence.</p>	To write a short story with a beginning, middle and end.	<p>*For staff to provide X with a checklist of story writing and sentence rules. This will be stuck to X's English book for her to use when writing stories.</p> <p>*Use of story boards to support the structure of her work.</p> <p>*Class teachers and support staff to provide the necessary support when needed, highlighting X's target.</p> <p>*Staff to remind X to check the list when doing any written work.</p>	<p>X is to tick off the checklist as and when she independently achieves certain aspects of the target.</p> <p>Class teachers to record X's progress in her Progress Folder and on their daily lesson evaluation.</p>	To be able to write two short stories with a clear beginning, middle and end.
<p>*To develop her basic literacy and numeracy skills.</p> <p>*To develop her concentration and persistence.</p>	To use vertical addition to add up 2 x 3 digit numbers without using a calculator.	<p>*Staff to provide X with opportunities for adding up numbers with/without carrying within the individual maths focuses time. Tasks to increase in difficulty.</p> <p>*Practical and concrete activities to be used to enhance X's understanding.</p> <p>*Staff to provide X with a checklist and points to remember for X to refer to in the addition lessons.</p> <p>*Class teachers and support staff to provide the necessary support when needed, highlighting X's target.</p>	<p>Class teachers to record X's progress in her Progress Folder and on their daily lesson evaluation.</p> <p>X will be provided with a chart for her Maths book to tick off:</p> <p>*firstly addition without carrying</p> <p>*addition with carrying</p> <p>This will provide Naomi with a visual recording system to monitor her progress.</p>	To be able to use vertical addition to add up 2 x 3 digit numbers including carrying without using a calculator 10 times.

Please would you complete this questionnaire to enable us to assess the quality of the training and to improve the draft resources. For the question with a scale, please put a cross X on the number that suits you. Remember that 1 is low and 6 is high.

Name \_\_\_\_\_ Organisation & Country \_\_\_\_\_

<b>I am...</b>			
Male	<input type="checkbox"/>	Female	<input type="checkbox"/>

<b>My role is...</b>	
Trainee Teacher	<input type="checkbox"/>
Newly Qualified Teacher	<input type="checkbox"/>
Fully Qualified Teacher	<input type="checkbox"/>
Other – please specify	<input type="checkbox"/>

	Comments
Were you satisfied with the organisation and pre-event information/communication?	
Were you satisfied with the relevance of the workshop in relation to your professional activity?	
Were your expectations of the workshop addressed?	
Were you actively participating in the workshop?	

Following the workshop, how do you assess your understanding in the following areas?

### Part 1 – Learning Environment

	1	2	3	4	5	6	Comments
I understand the difference between Behaviour and Behaviour for Learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand what makes a good learning environment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel able to create a positive learning environment in my classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand what professional standards look like in practice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources provided to support your enquiry?

**Part 2 – Managing Behaviour**

Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I can identify different types of behaviour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand the importance of dealing with different behaviour issues in different ways	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel more confident in tackling classroom management issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand the importance of expectations, rules and consistency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel able to apply both rewards and sanctions in my behaviour management strategies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources or activities used in this module?

**Part 3 – Special Education Needs**

Following the workshop, how do you assess your understanding in the following areas?

	1	2	3	4	5	6	Comments
I understand what is meant by Special Education Needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand what is meant by differentiation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I feel more able to put into practice differentiation strategies when dealing with SEN	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
I understand what the function of individual plans is	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Any comments about the resources or activities used in this module?

Any other comment about the workshop you wish to add:

Many thanks for taking time to complete this form.