

CYA Teaching & Learning Theme

Creating consistency within BFL

What OFSTED say:

BFL is effective through well differentiated activities and consistent use of the BFL policy.

Clear routines and expectations around learning are evident and embedded, using 3 part lesson.

Teachers have consistently high expectations of students, which students respond to and show a thirst for learning, becoming resilient learners.

The CYA way:

All staff will consistently apply the BFL policy through positives and negatives.

Students take pride in their work and have basic equipment to complete tasks or are challenged in line with the BFL policy if not.

Clear class routines that inspire a positive learning environment.

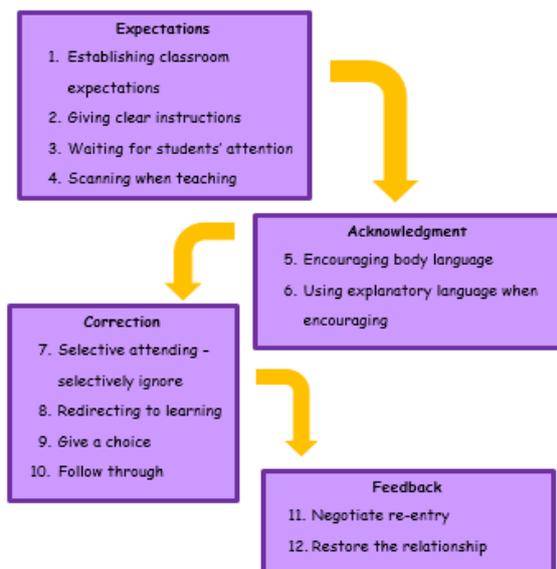
All books will have a golden piece of work and a glossary of terms at the back of the book to improve vocab and literacy skills. *All resources and more available on the S/Teaching and learning 2018-19/Planning*



The power of positive phone calls

- 1. For every negative phone call you have to make, try to balance it out with a positive phone call**
- 2. Celebrate the students who are under the radar**
- 3. You can use a positive phone call as a positive behaviour tool**
- 4. It is a form of praise that is highly appreciated by parents and students**

<https://twinklsecondary.wordpress.com/2018/11/30/positive-phone-calls-home/>



Key points:

- A child will repeat a behaviour if it is being rewarded.
- You must consider the story behind the child.
- If there is no consistency with rewards/sanctions then it is unlikely the child will have an understanding of the expectations and will therefore not respond to rewards/sanctions when given.
- The more attention the teacher gives to a child's behaviour the more likely it is that the behaviour will be repeated.



Using rewards and sanctions effectively in the classroom

A school's behaviour and attendance policy sets explicit standards. These form a code of conduct that is supported by the system of rewards and sanctions.

Make sure you know what they are. Every school is different.

- Rewards and sanctions are used to set clear boundaries.
- The parents know what is expected of their children as pupils.
- The pupils know what is expected of them.

Rewards

Rewards must be wanted. They need to be age specific. They must be properly earned. The reward must fit the individual.

- Verbal praise
- Positives
- Stickers/stamp in book
- Certificate
- Move up the achievement ladder
- Postcard home
- Phone call home

Sanctions

They must be unwanted. They must be followed through. Avoid the threat of someone else.

- Use warnings and record on the board as a visual reminder, then use -1 to -3. At -3, it is removal to the safe room.
- Break time detention- In line with policy.
- Lunchtime detention- In line with policy.
- Extra work
- -4, After school detention- HOY to organise
- Phone home

Stage	Response to positive behaviour	Response to poor behaviour
Start of the lesson	Wait by the door.	Refer to the code of conduct
Introducing the lesson	Greet students and thank them for arriving on time. Praise students for entering the room sensibly, orderly and ready for learning. Welcome back any students returning from an absence. Make sure you are smiling and positive.	Remind students of the class rules and A2L. Give a behaviour focus. Set expectations and objectives for the lesson. Offer incentives for positive behaviour, for example, a positive will be awarded to students who use listening skills effectively today'.
Starter activity	Praise responses to questions Validate with a reason. Praise students who are working well together. Issue positives to a couple of students for improved effort in this part of the lesson.	Having displayed rules for learning, refer to the code of conduct if students call out and a warning. Use a look or a gesture if behaviour is not in line. Keep it low key/non-verbal. Give a rule reminder and warning.
Main activity	Write positives on the board, referring to behaviour. Give the attention to students engaging with their learning and highlight and reward positive behaviours If you have moved some students, find a positive thing to say about their work. If a student has had a number of sanctions in previous lessons talk quietly about their improved behaviour and progress and how pleased you are with them.	Stay in close proximity to students who are prone to talking/misbehaving. If appropriate, quietly warn a student about the possibility of moving seats if the wrong behaviour persists. If necessary carry out the consequence. Give students a choice and time to engage with this (not to be used as a threat or in an argument) – improve or... Discuss the behaviour and not the individual, encourage to make the right choices. If a student chooses to improve, praise them and start again.

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<https://www.prodigygame.com/blog/classroom-management-strategies/>

<http://www.evidencebasedteaching.org.au/top-10-behaviour-management-strategies/>