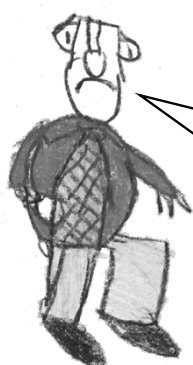


## Can new teachers create their own 'Behaviour Curriculum'?

Motivating Learning  
A TEAN Event  
15 June 2012  
Deborah Michel

## Aims

- To explore the notion of a 'behaviour curriculum' and how this might be useful for teachers
- To provide opportunities to reflect upon how the model of a 'behaviour curriculum' might support your role as a teacher educator
- To consider how a behaviour curriculum supports current educational priorities



Copyright Cumbria County Council 2001 page 3

OHT3a

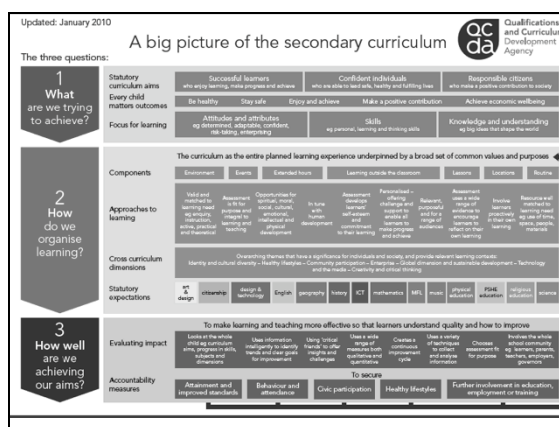


Copyright Cumbria County Council 2001 page 4

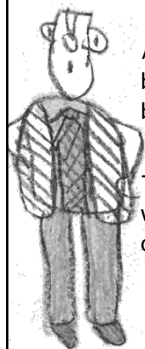
OHT3b

## Underlying assumption of a behaviour curriculum

- school behaviour is underpinned by skills, knowledge and understanding;
- there is a developmental sequence to the acquisition of these skills and abilities;
- good behaviour is taught in schools but how it is taught is not made explicit;
- without an explicit behaviour curriculum sharing and continuity are restricted;
- teaching 'behaviour skills and abilities' can make a difference.



## What are we trying to achieve?



Agree 12 words that you consider to best describe children when their behaviour is of concern.

Take each of the 12 words and agree a word or phrase that describes the opposite positive behaviour.

## Core Skills and Abilities

Co-operation  
Collaboration  
Sociability  
Empathy

Independence  
Attention  
Reflection and emotional management  
Self esteem  
Motivation  
Honesty

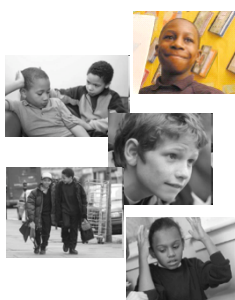


Copyright Cumbria County Council 2001 page 8

OHT7

## SOCIAL AND EMOTIONAL ASPECTS OF LEARNING (SEAL)

- Reasoning
- Evaluation
- Creativity
- Enquiry
- Problem solving
- Information processing
- **Self awareness**
- **Empathy**
- **Motivation**
- **Managing feelings**
- **Social skills**



## SEAL?

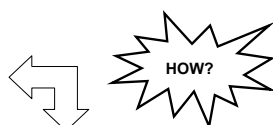
- A whole-school approach to create the **climate** and **conditions** that implicitly promote the skills and allow these to be practiced and consolidated;
- Direct and **focused learning opportunities** (during tutor time, across the curriculum, in focus groups and outside formal lessons);
- **Learning** and teaching **approaches** that support pupils to learn social and emotional skills and consolidate those already learnt;
- Continuing **professional development** for the whole staff of a school

10

**Whole School**  
Policy and practice



**Teaching and learning**  
Across all subjects –  
inc. PSHE  
How and what?



**Classroom - playground**  
Organisation,  
Management and  
Relationships



Copyright Cumbria County Council 2001 page 11

OHT9

## Considering the Environment

### Physical

Layout  
Timing

### Social

Relationships  
Grouping  
Language  
Rules  
Reacting to misbehaviour  
Encouragement

### Learning

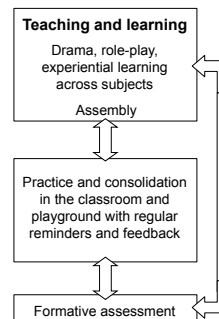
Planning  
Opportunities  
Activities  
Consolidation  
Feedback

Copyright Cumbria County Council 2001 page 12

OHT10

### Charlie Taylor's checklist

- Look at the checklist how does it promote your behaviour curriculum?
- Spend some time considering this and deleting and making changes.



Copyright Cumbria County Council 2001 page 14

OHT11

### Teaching and Learning - approaches

- Feedback
- Philosophy for/with children
- Experiential learning
- Circle time
- Collaborative group work
- Dilemma based learning



### OFSTED 2012

- The achievement of pupils;
- The quality of teaching and learning;
- The effectiveness of leadership and management – including SMRC
- The standards of behaviour and safety in schools

### OUTSTANDING BEHAVIOUR

Parents, carers, staff and pupils are highly positive about behaviour and safety. Pupils make an exceptional contribution to a safe, positive learning environment. They make every effort to ensure that others learn and thrive in an atmosphere of respect and dignity. Pupils show very high levels of engagement, courtesy, collaboration and cooperation in and out of lessons. They have excellent, enthusiastic attitudes to learning, enabling lessons to proceed without interruption. Pupils are consistently punctual in arriving at school and lessons. They are highly adept at managing their own behaviour in the classroom and in social situations, supported by systematic, consistently applied approaches to behaviour management. They are very calm, orderly and considerate when moving around the school. There are excellent improvements in behaviour over time for any individuals or groups with particular behavioural difficulties. Instances of bullying, including for example, cyber-bullying and prejudice-based bullying related to special educational need, sexual orientation, sex, race, religion and belief, gender reassignment or disability, are extremely rare. Pupils are acutely aware of different forms of bullying and actively try to prevent it from occurring. The school has an active and highly effective approach to identifying and tackling bullying. All groups of pupils feel safe at school at all times. They understand very clearly what constitutes unsafe situations and are highly aware of how to keep themselves and others safe. It is likely that attendance will be above average for all groups of pupils or will show sustained and convincing improvement over time.

### SMSCE

#### Pupils' moral development is shown by their:

- ability to recognise the difference between right and wrong and their readiness to apply this understanding in their own lives
- understanding of the consequences of their actions
- interest in investigating, and offering reasoned views about, moral and ethical issues.

#### Pupils' social development is shown by their:

- use of a range of social skills in different contexts, including working and socialising with pupils from different religious, ethnic and socio-economic backgrounds
- willingness to participate in a variety of social settings, cooperating well with others and being able to resolve conflicts effectively
- interest in, and understanding of, the way communities and societies function at a variety of levels.

Ofsted Supplementary guidance SMSCE

### Evidence for SEAL

- A whole-school universal approach to SEAL linked to an enhanced school ethos with positive social relationships, attitudes, and behaviour – both pupils and staff.
- Schools with a more positive social and emotional ethos were, in turn, found to have:
  - more positive pupil experiences of peer interaction
  - better Ofsted ratings for Behaviour
  - lower levels of Persistence Absence
  - higher attainment in Key Stage 2 SATs and GCSEs.

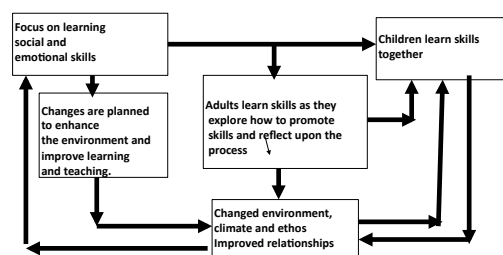
### Evidence for SEAL

- Higher attainment in Key Stage 2 SATs and GCSEs was linked to school approaches that integrated SEAL with learning, rather than teaching SEAL competencies as separate and isolated skills.
- SEAL implementation and school ethos were directly linked to higher attainment
- The connections between social and emotional ethos and better attainment, behaviour, and attendance remained significant after controlling for variations that are due to socio-economic status.

### Evidence for SEAL

- Higher levels of negative emotion among pupils were linked to more experiences of bullying and fewer experiences of positive peer interaction

### How does SEAL achieve impact?



Deborah Michel  
[debmichel@btinternet.com](mailto:debmichel@btinternet.com)

[www.wiseeducation.org.uk](http://www.wiseeducation.org.uk)