

Academic Scrapbook about Behaviour strategies in the class room.

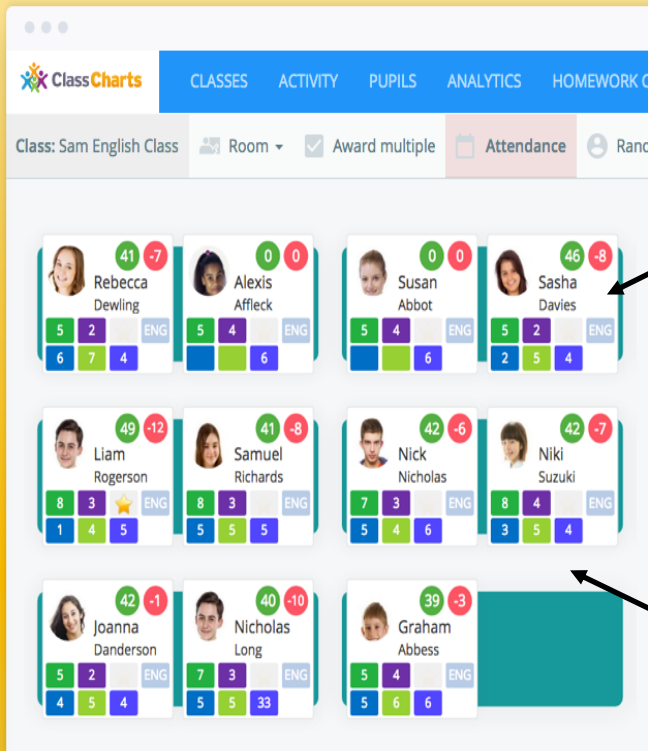
Donna Smith 1707573

SJIE4006



Behaviour class room strategies

Seating plans help with behaviour if a child is in a good learning seat in class this helps with their learning.... At school A they use Class Charts to arrange seating plans for each class at random, or the teacher can decide.



Child's name, also shows achievements and behaviour points.



Class room lay out.

The consequences of an act affect the probability of its occurring again. B. F. Skinner

Seating plan features

- Rearrange by ability in a couple of clicks.
- Use Safe Mode to display the seating plan on a whiteboard.
- Highlight underachievement to your teachers.
- Print beautiful, data rich seating plans for lesson observations & inspections.
- Works on whiteboards, laptops, iPads and phones.

(ClassCharts, 2018)





Rewards for positive Behaviour!

A local secondary school sends postcards home to reward the child for the little things they do in class. The teacher will not tell the pupil they are going to receive one, it can be a positive surprise or even a confidence boost for some pupils that think they are not doing well in lessons.

Skinner's theory uses positive and negative behaviour systems to reward and give consequences for negative behaviour and positive.

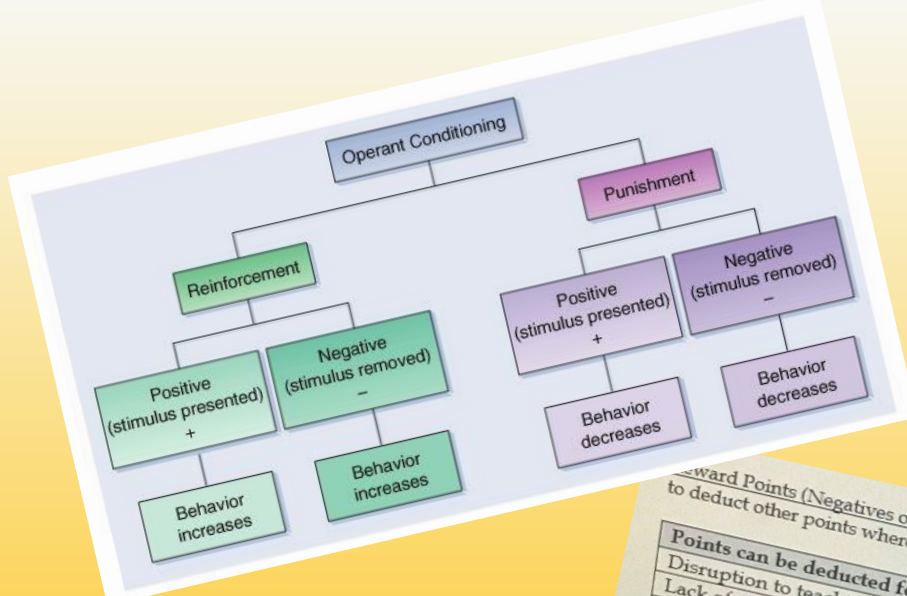


Positive Rewards are recorded on ClassCharts, this is the list that shows what points can be given and who from.

Reward Points (Positives on ClassCharts) - this list is not exhaustive and we reserve the right to award other points where it is deemed necessary.

Points can be awarded for the following:	Awarded by:	Points
Excellent effort in class	All teachers	5
Excellent quality of classwork	All teachers	5
Excellent effort with homework	All teachers	5
Excellent quality of homework	All teachers	5
Perfect attendance 100 % (to be awarded by the mentor at the end of each half term)	Welfare Manager	12
Good attendance (95%+) (to be awarded by the mentor at the end of each half term)	Welfare Manager	8
Perfect punctuality (no lates recorded each term)	Welfare Manager	12
PREP award	All mentors	5
Participation in extra-curricular group and activity	All staff	5
Good citizenship, community service or good manners	All staff	5
Helpful to others, or contribution to your tutor, house or year group	All staff	5
Good spirit or helpfulness	All staff	5
SLT reward for exceptional work	SLT	15
Head of Year and Head of House Award	HoY / HoH	10
Headteacher's Award	Headteacher	20
Sustained improvement (no negatives over a two week period)	HoY / Mentor	5
Excellent assessment	All teachers	5
Excellent use of incidental Welsh	All staff	5
Attending study club	All staff	5
Achieving target level for the year in an academic report	All teachers	15
Going up a sub-level in an academic report	All teachers	10

Properly used, positive reinforcement is extremely powerful. B. F. Skinner



Consequences for behaviour.

The negative points pupils will have on ClassCharts, So Pupils parents can see the reason for their behaviour on the application (App) on their phone.

Reward Points (Negatives on ClassCharts) - this list is not exhaustive and we reserve the right to deduct other points where it is deemed necessary.

Points can be deducted for the following:

Points can be deducted for the following:	Deducted by:	Points
Disruption to teaching and learning	All teachers	-5
Lack of classwork	All teachers	-5
Persistent poor punctuality	Welfare Manager / Mentor / HoY / PSM	-3
Persistent uniform infringements	Welfare Manager / Mentor / HoY / PSM	-3
Refusing to cooperate	All staff	-5
Inappropriate use of language	All staff	-5
Poor behaviour at break, lunch times and lesson changeover	All staff	-3
Running in the corridors	All staff	-5
Littering inside and outside the school	All staff	-3
Eating, drinking and chewing gum in the corridors or classroom	All staff	-5
Vandalism or theft	All staff	-3
Aggression to staff	PSM team	-3
Aggression to peers	PSM team	-5
Bullying verbal, cyber, physical	PSM team	-5
Homework issue	PSM team	-5
Missed detention	All teachers	-5
Lack of PE kit	All teachers	-3
Verbal abuse of staff	All teachers	-5
Truancy	PSM / Welfare Manager	-5

This is the four Cs, they are the consequences pupils will have for negative behaviour in the class room.

- Engage parents and promote your school's positive achievements into the wider community.
- Share customisable behaviour reports with parents and email notifications.
- Help pupils see their own progress and reflect on their achievement & behaviour.
- Motivate & engage pupils with our optional rewards store which can be fully customised to meet your needs. (ClassCharts, 2018)

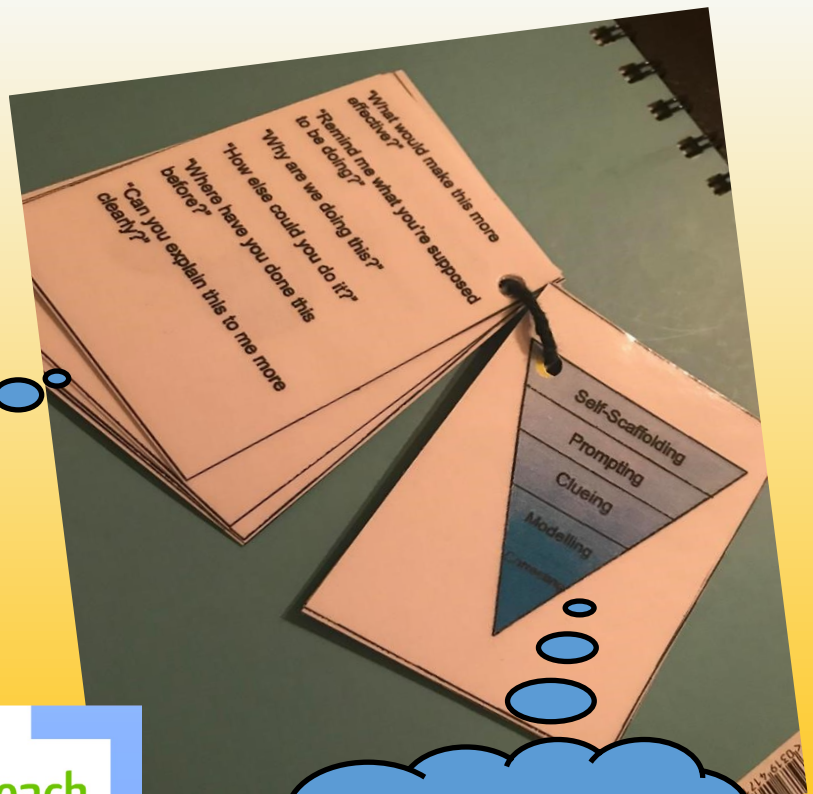
Why?	What?	Next Steps	Further Action
A C1 is issued if you disrupt teaching and learning - e.g. being off-task, being out of seat, distracting others.	A C1 is a verbal warning which includes a reminder of which rule is being broken.	None.	None.
A C2 is issued if there is continued disruption of teaching and learning.	A C2 is a second verbal warning which includes a reminder of which rule is being broken.	You will be required to talk to the teacher at the end of the lesson, or at break/lunch.	Teacher will record on ClassCharts.
A C3 is issued when there is no improvement after sufficient 'take-up' time.	A C3 is being sent out of the class to department referral.	You will be required to return to the teacher at the end of the lesson, or at break/lunch.	Teacher will update ClassCharts and inform the Head of Department and pupil's mentor.
A C4 is issued if there is continued disruption when you are in department referral, or if you refuse to go to department referral.	A C4 is when Pupil Support is called to remove you.	You will be required to attend a detention with the Head of Department.	Pupil Support will check that ClassCharts is updated and inform the Head of House (for information) and the Head of Year.



Parents App

Support and scaffolding strategies

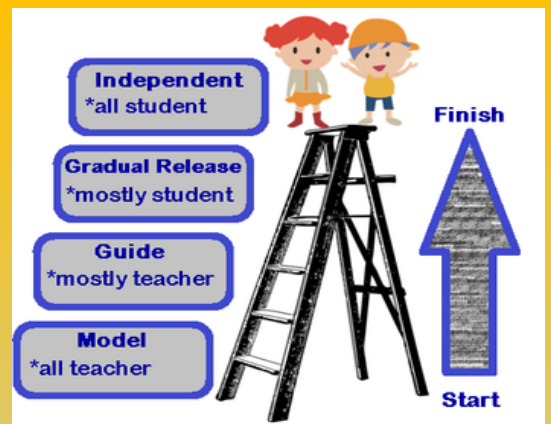
TA support ideas, helpful questions to ask pupils to help support them in the class room.



Vygotsky's Constructivist Approach



The Scaffolding steps to support pupils



Vygotsky's theory, uses a constructive approach. The Zone of Proximal Development, by guiding and scaffolding support by not just giving them the answer to a problem, prompting and giving them clues first.

Lev Vygotsky only lived until he was 37, so in his short life his theories are still used in education today. "Vygotsky was a prolific writer, publishing six books on psychology topics over a ten-year period. His interests were quite diverse but often centered on issues of child development and education. He also explored such subjects as the psychology of art and language development." (Cherry 2018).



Scaffolding

* Vygotsky defined scaffolding instruction as the "role of teachers and others in supporting the learners development and providing support structures to get to that next stage or level"

(Raymond, 2000)*

* Teachers provide scaffolds so that the learner can accomplish certain tasks they would otherwise not be able to accomplish on their own (Bransford, Brown, & Cocking, 2000)*

* The goal of the educator is for the student to become an independent learner and problem solver (Hartman, 2002)*

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