



PIVOTAL EDUCATION

BEHAVIOUR, SAFEGUARDING, TEACHING & LEARNING

Bill of Rights and Responsibilities

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To enable me to ensure that there is consistency across the board, I have developed a tool to enable behaviour/class rules to be approached and used.

I use this with 16+ learners to allow them to take responsibility and agree to what we agree is acceptable and unacceptable behaviour.

This has worked well and I have given it to my staff to help them within their induction weeks to support getting to know the learners.

The final two sheets is a support for tutors and not for the students. Again this is a tool to support and clarify things.

All resources in the "Contributions" section of our resource bank have been submitted by delegates on our Taking Care of Behaviour Online course. For more information about this practical, self-paced course, please visit

<http://www.pivotaleducation.com/taking-care-of-behaviour-online/>

BILL OF RIGHTS AND RESPONSIBILITIES

Group:

I have the right to:

1	
2	
3	
4	
5	
6	
7	
8	
9	
10	

I have the responsibility to:

1	
2	
3	
4	
5	
6	
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8	
9	
10	

RESPECT - WHAT DOES IT REALLY MEAN?

Choose 3 people that you respect. Write their names in the boxes below:

A famous person you respect

Someone from your school life you respect

Someone from your home life

In the next box, say why you respect that person.

I respect them because

I respect them because

I respect them because

How can you show that person that you respect them?

I could show my respect by

I could show my respect by

I could show my respect by

Is there any way that the people you respect could lose your respect? If you can think of something they might do which would lessen your respect for them, write in the box below.

If they

I would respect them less

If they

I would respect them less

If they

I would respect them less

Now think of someone who respects you. How can you tell they respect you? Name 2 things they do that let you know they respect you.

1

.....

.....

2

.....

.....

How does it make you feel to know that someone respects you?

.....

.....

Have you ever lost someone's respect? What went wrong?

.....

.....

How did it make you feel to lose respect?

.....

.....

- **Respect is something you can earn - but you can lose it to**
- **It is freely given to those who deserve it and earn it**
- **You can't demand it, and you can't buy it**
- **When people respect you, it makes you feel good**
- **The best way to earn respect is to treat others with respect**

Dealing with undesired behaviour

In instances of undesired behaviour use the minimum effective response. Shouting or intimidating gestures and comments are not appropriate and are not supported as effective methods of student management. Students displaying undesirable behaviour expect to be confronted. This often leads to more confrontation where a student may then feel that they have no way of backing down and the situation can only escalate.

To counter this try:

- do the unexpected - stay calm and tactically ignore their behaviour. When the student is calm discuss and resolve the situation.
- use non verbal messages
- discreetly, at eye level, give the student choices as to where the situation can go
- always give them the opportunity to correct their behaviour
- offer positive alternatives to misbehaviour
- ask the student to step outside the room to consider their behaviour and the effect on others - **the teacher should not leave the classroom. It maybe appropriate for the support worker to speak to the learner. If not then the learner should take 5 mins and a discussion should happen at the end of the session.**
- ask them what they desire, require, expect from the lesson.

Remember:

- Always tackle the behaviour and not the student
- provide opportunities for students to correct own behaviour
- model desired behaviour

Students reminded of acceptable behaviour (1:1)

- Ignore the behaviour
- Pause
- Non-verbal signals
- Give brief positive directions
- Tone of voice
- Expect compliance - use 'thanks' instead of 'please'.
- Allow take up time
- Thank for compliance
- Use humour
- Questioning .. What? Why..?

- Double what
- Maybe And
- When Then

Choices are given (demonstrate acceptable behaviour or)

- Remove the audience
- Give choice

Sanction is imposed

- Thank for compliance - if it happens!

Discussion at end of session

- What happened?
- What were you thinking about at the time?
- Who has been affected?
- What are your thoughts since?
- What needs to happen next?

(based on restorative questions)

Any of your favourites to share?