



EDUCATION

'Better Behaviour - Better Learning'  
**A Practical Approach  
for Secondary Schools**



An ASPIRE developed package  
(Angus Supporting Positive Inclusive Relevant Education)

"BETTER BEHAVIOUR - BETTER LEARNING"

A  
PRACTICAL  
APPROACH FOR  
SECONDARY SCHOOLS

An ASPIRE developed package  
(Angus Supporting Positive Inclusive Relevant Education)

Angus Council  
Education Department

## FOREWORD

The ASPIRE team is an Angus Council Authority resource comprising three full time members of staff serving all eight Angus Secondary Schools. The overarching principle or central focus of the ASPIRE team's work is to promote positive behaviour by assisting schools to develop in-house behaviour management strategies through;

whole school structures,  
staff development,  
empowerment of the student body,  
supportive parent workshops.

The ASPIRE team's role is seen as being one that lends a "semi-detached, objective viewpoint" to behaviour management issues in schools. In addition, the ASPIRE team seeks to liaise with other support services when/if appropriate.

The ASPIRE team's specific job remit (as highlighted below) aims to help schools move towards a more inclusive practice.

- To help develop specific whole school strategies aimed at promoting positive behaviour.
- To support staff to develop positive classroom management techniques in order to promote positive pupil behaviour.
- To develop and promote a system of networking/ staff support mechanisms within each school, and with other schools in Angus and elsewhere.
- To research and then disseminate examples of good practice from schools in Angus and elsewhere.
- To identify staff development needs in the area of challenging behaviour and to facilitate ways of meeting these needs.
- To provide reports and statistical analysis as requested by Head Teachers, Director of Education, Scottish Executive etc.

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SECTION  
ONE

BACKGROUND

In June 2001 the Scottish Executive published the report of the Discipline Task Group:

"BETTER BEHAVIOUR - BETTER LEARNING".

The document stressed

*... the inescapable links between good discipline and effective learning and teaching*

As a result of this the Task Group identified 36 recommendations which

*... the Scottish Executive, Local Authorities, and Schools may wish to consider when developing [ behaviour management] policy*

In response, Angus Council Education Department produced:

" POSITIVE BEHAVIOUR MANAGEMENT - GUIDELINES FOR SCHOOLS -  
(OCTOBER 2002)"

The document gives schools advice and practical suggestions on how the relevant recommendations might be implemented.

In attempting to expand upon Local Authority guidelines, the following ASPIRE generated package offers schools a variety of concrete practical PROGRAMMES aimed at PROMOTING POSITIVE BEHAVIOUR and, as a result, the RAISING OF ATTAINMENT for ALL pupils.

To this end the ASPIRE Team strongly recommends the following document for your consideration.

SECTION  
TWO

INTRODUCTION  
TO PROGRAMMES

ASPIRE suggests the use of development opportunities for staff, pupils and parents which focus on raising confidence, self-esteem, achievement and promoting life long learning. It would also assist them to manage time and stress/ workload to achieve goals as a part of their professional/ academic and personal development. It is intended to use these opportunities to motivate all concerned.

The entire programme proposed is a 5-Year Plan but is interrelated across the years and builds on the previous programmes. However, each year's programme sits nicely by itself. The various programmes will not compromise already established school initiatives - in fact it is envisaged they will enhance and support them.

This paper offers suggestions for discussion of how to achieve the objectives stated above. All programmes include preparation, delivery, evaluation and then monitoring. In the development of this paper, evidence of programmes and subsequent evaluation documentation has been drawn from activities trialled over the past 2 years in certain quarters, notably:

- 2 whole day sessions with P7 classes 'Off-campus'.
- 33 whole day sessions with individual S1 classes 'Off-campus'.
- 1 whole day session with an individual S2 class 'Off-campus'.
- 5 whole day sessions with S3 pupils 'In-House'.
- 4 training weekends for S4 pupils 'Off-campus'.
- 2 whole day sessions with all S4 students 'In-House'.
- 2 whole day sessions with S4 students 'Off-campus'.
- 1 whole day session with S5 students 'In-House'.
- 2 training weekends for Prefects 'Off-campus'.
- 1 Prefect training session, 3 periods 'In-House'.
- Personal Effectiveness Weekend Course for Staff 'Off-campus'.
- A variety of CPD presentations to staff in schools.
- 1 morning team building session with the Angus ICS Team members 'Off-campus' + later PM session of mediation.
- Support and follow up work for the above. This entails monitoring sheets, interviews with pupils, revisiting classes and presentations to staff. All programmes are evaluated by pupils and staff who attended.

The 'Better Behaviour-Better Learning' audit undertaken by the ASPIRE team previously and the subsequent generic report, highlighted the promotion of positive behaviour as being linked (and embraced by all schools) with the raising of attainment. Therefore, the ASPIRE team feels that the implementation of the programmes, contained within this document logically falls within its role of service to Angus schools.

The whole-school approach to BB-BL is also intrinsically related to developing a positive ethos throughout the school. Taking this as desirable, leads to the development of:

- Self-enhancing programmes for ALL pupils attending school.
- The skills pupils learn on the courses to the advantage of both staff and pupils.
- 'Pupil targets' that pupils agree to, proactively.
- Positive classroom management skills.
- Stress management sessions for staff, parents and pupils.
- Team building programmes for staff.
- Parent sessions.

This document mostly details the first bullet point. It briefly discusses the other areas, as they all are interrelated in the pursuit of raising attainment through Promoting Positive Behaviour.

During the compiling of the 'Better Behaviour Better Learning' report a myriad of good practices were highlighted throughout the Authority's 8 secondary schools. Schools bought some of these initiatives in therefore it is hoped that this document will show how ASPIRE can provide such services and thus make savings for schools. Additionally, the ASPIRE team's involvement enables schools to dictate the specific target areas of any involvement to meet their own particular requirements, as detailed in their current School Development Plans. All ASPIRE involvement is monitored and evaluated. How many bought-in services offer such a support service?

Finally, many of the programmes outlined in the following pages are designed for school staff to quickly own themselves.

This ongoing in-service training again benefits the autonomy of each school and releases the ASPIRE team to network to find other new and interesting initiatives. Two examples are the delivery of Howard Gardner's 'Multiple Intelligences' into a school environment and developing the Barbara Prashnig's 'Power of Diversity' initiative. Both of these are interlinked with Daniel Goleman's work on 'Emotional Intelligence'. We have already used Gardner's work under the title of 'How am I SMART' to great effect to assist S4 pupils to study effectively/ efficiently for their Standard Grade examinations.

The 'Framework for Intervention' scheme to be introduced in Angus in the session 2004/5 will also greatly assist in Promoting Positive Behaviour in Angus Schools. This initiative will be covered by separate information packs.

SECTION  
THREE

STAFF  
DEVELOPMENT

As reflected in the BB-BL generic report, it is seen as imperative that within schools all pupils, teachers, support staff, managers and parent groups agree and establish expectations regarding roles, rules, routines, rewards and relationships. In terms of each school's Positive Behaviour Management Policy this would include the expectations that teachers have of pupils and also what pupils expect of teachers in classrooms. This is seen as a good grounding for the promotion of positive behaviour in relation to learning and teaching.

Rules, routines, rewards and consequences (for both +ve and -ve behaviour) should be established at the start of a new session when an agreed procedure (i.e. pre-determined lesson plan) should be repeated *at the beginning of each lesson* for one week. This process should also be revisited and re-established monthly and termly thereafter. This will lead to an understanding for each pupil that there is a **consistency** in approach across the school and a heightened awareness for staff of agreed levels of behaviour for all involved.

It is to be expected that consultation would take place between teachers and pupils in order for the pupils to have some sense of ownership within the process. Rules, Routines, Rewards and Consequences posters should be displayed on walls in each classroom to remind pupils of expectations. Teachers would be able to make reference to the posters in order to remind pupils of agreements. Positive Behaviour posters should also be placed on the walls in each classroom to help encourage the same. In this way routines for procedures and behaviour should be normalised across all classes.

Rules and routines could be adapted to suit different working environments. Regarding routines, staff would be expected to have procedures for entering and exiting pupils from classrooms, taking registers, applying rules consistently, pupils raising hands for help/to speak, distribution of resources, seating plans etc.

The revisiting of routines and procedures at the beginning of each month and also at the beginning of each term (after holidays when pupils tend to have forgotten specific details) reminds and encourages young people and teachers of Positive Behaviour systems. The 'revisiting' sessions would take the form of a miniature version of the work done at the beginning of the session in August.

All of the above information should be highlighted in the school staff bulletins, pupil bulletin and parents newsletters.

To supplement the consistent application of rules & routines the ASPIRE team has offered/ presented and will continue to offer/ present several staff development sessions. The programmes have been designed to support the promotion of positive behaviour in and around the school and thus contribute significantly to the raising of attainment.

Many of the programmes highlighted earlier, and detailed on the following pages, have been successful due to the involvement and support of our secondary/ primary colleagues. The proactive nature of the courses is such as to empower teachers who attend and also those who support the pupils during the normal school day. The support work is crucial in establishing good sound practices/ procedures. Therefore, as well as delivering programmes to pupils, the courses themselves provide support to participating staff and all other colleagues who can use the skills pupils have learned on the courses to promote positive behaviour in their own classroom.

The 'Personal Effectiveness Programme' (PEP) in particular was well received by attending staff. The opportunity to revisit their strengths and address the opportunities for improvement in a controlled and secure environment proved to be highly successful and enjoyable. ASPIRE will offer teachers the opportunity to attend such PEP's on selected weekends throughout the session. Please note the flyer.

All of the above supplements the ASPIRE team's presentations on:

- Classroom management skills.
- Behaviour management skills.
- Framework for Intervention.
- 1 -1 mentoring.
- The New Class.
- Negotiating rules and routines for mutual ownership.
- Multiple Intelligences.

SECTION  
FOUR

PARENT  
SESSIONS

## PARENT SESSIONS

It is understood that agreement to involve the three-sided partnership of *pupils, school staff and parents* is essential in order to make any educational experience sustainable, worthwhile and valuable. In order to achieve this positive partnership it is therefore necessary to offer sessions to parents.

- 1) to keep parents informed
- 2) to encourage involvement
- 3) to support pupil's learning
- 4) to support each other

In order to achieve those aims it would be necessary for all schools to offer sessions geared towards helping parents to take a positive role in the education of their children and at the same time helping them to promote positive behaviour in the home.

The objectives therefore of the Parent Sessions would be to include the following within any of the Programmes.

- ❖ Primary/Secondary Behaviour - strategies for parents
- ❖ Target setting and expectations/contracts for home
- ❖ Study Support - how to help your child achieve
- ❖ Good parenting skills

Most of the above sessions would include an Open Forum section allowing parents the opportunity to have candid discussions about parenting, the difficulties and the strategies that they have found to work.

SECTION  
FIVE

REQUEST  
PRO-FORMA

ASPIRE - "PROMOTING POSITIVE BEHAVIOUR"

School Request Pro-forma

Name of school: \_\_\_\_\_

<b>Group</b>	<b>Course</b>	<b>Tick if interested</b>
S1	"Working Together" days - 1 per class	
<b>S2</b>	<i>Choices</i> Day 1 - "Who am I?"	
	Day 2 - "What are my choices?"	
<b>S3</b>	"How to get the best out of me."	
<b>S4</b>	Study Skills	
	Day 1 - "I CAN - I BELIEVE."	
	Day 2 - "How to study more effectively."	
	Weekend Study Skills course incorporating much of Day 1 and Day 2	
<b>S5/6</b>	Senior School Induction - Day Course	
	Senior School Induction - Weekend Course	
<b>Prefects</b>	Prefect Training - Day Course	
	Prefect Training - Weekend Course	
<b>Staff Development</b>	Awareness Raising Sessions related to all above Courses	
	Behaviour /Classroom Management Courses	
<b>Parent input</b>	Positive Parenting relating to any /all of the above courses	

Signed : ..... (H.T./D.H.T. re. Prom.Pos.Beh.)

Please complete and return to ASPIRE via P Meighan (P.O.ASN) by ..... (date)

ASPIRE staff will then contact you to discuss your return.

## SCHOOL TASKS for Programmes

### ARRANGE

- link person/co-ordinator between school and ASPIRE
- teachers \* (2-3) to accompany pupils to venue
- teachers to assist in delivery/presentation of programme
- teachers to behaviour manage pupils on overnight stays
- information to **all** staff prior to the Training day,
  - 1) Course content
  - 2) Baseline Sheets
  - 3) Monitor Sheets
  - 4) Evaluation sheets
- venue
- risk assessment forms
- transport
- consent forms/letters to parents
- provide ASPIRE staff with consumables as needed
- packed lunches if appropriate
- Parents' evening if appropriate
- administration/distribution documentation pertaining to the day agreed

## ASPIRE TASKS for Programmes

- Deliver programme
- Be responsible for Behaviour Management of pupils at venue
- Manage time effectively
- Collate all information i.e. Baseline Sheets, Monitor Sheets and Evaluation Sheets
- Provide documentation relating to collation
- Follow up the day on return to school in the manner agreed
- Attend Parent evenings related to the programmes

Schools must decide whether most benefit will be gained by having Guidance staff/Form teachers/Subject teachers or Prefects and Buddies accompany pupils.

Staff attending gain as much from the day as pupils since they see

- a) many positive strategies and new skills in use and
- b) the pupils in a different setting.

***\* number of staff to be negotiated according to number of pupils involved***

SECTION  
SIX

S 1

## S1 Team Building/Relationships/Rights and Responsibilities Day

### 'Working Together'

#### *Rationale - Aims and Objectives*

The aim of the S1 days is to access all S1 pupils in all Schools and work with them off-campus for a day in order to encourage them to have very positive attitudes in all areas of their lives but most especially throughout their school career. If each pupil takes a positive outlook on behaviour, attitude and effort then this in turn will enhance those issues as related to the class situation also. The ASPIRE team would hope to help pupils to identify their individual strengths and to see how those strengths can contribute to the positive well being of the class/group.

For the school this would mean:

- 1) better relationships both between pupils and with staff
- 2) less bullying taking place in school
- 3) higher attainment levels for pupils.

Each S1 register/form class would undergo an induction session lasting one day. The theme of the session would be to highlight the relationships already existing within the class and to enhance other bonds that are necessary for harmony within the classroom. As is shown regularly in schools, the 'make-up' of a class can have an enormous effect on the work ethic and behaviour of a group of young people. Giving pupils the skills to work as a unit in a co-operative manner would allow teachers to maximise the potentials within the class. Teachers, as far as possible, should be allowed the opportunity to attend as many sessions as possible with any group they teach. The ASPIRE team, Guidance and any other relevant agencies could compile and deliver the session. *In addition*, parenting workshops would be an integral part of the process. This would allow parents to take part in the continuing education of their children at home as well as being able to develop their own assertiveness and self-esteem abilities.

In order to maximise the potential of the day, it is seen as highly desirable to take the pupils to a venue other than school. There are many suitable venues in various locations around Angus that schools might like to consider. It is possible to conduct the Day sessions in-house (i.e. on campus, in school). However, it must be stated that pupils have been found to be less likely to engage to the same degree when inhibited by the work-a-day teaching environment. The ASPIRE team would seek baseline information from class teachers relating to their perceptions of each class prior to undertaking the day sessions. This would help in the evaluation in terms of quantifying any progress individual classes might have made following on from the course.

## Outline of the S1 'Working Together' day re. relationships.

As soon as pupils arrive at the venue, they are given the opportunity to introduce themselves to each other and to the ASPIRE team and school staff by describing something positive about themselves. The positive characteristic must also start with the same letter as their first name e.g. "I am Fiona and I am friendly" This goes on the name badge and helps the ASPIRE team to identify pupils throughout the day.

Pupils choose the rules for the day with help from staff. School rules travel with us to the venue so that anything that is unacceptable at school is unacceptable in the venue. The rules chosen by the pupils are posted on the wall and the pupils are reminded of them, and the fact that they chose them, throughout the day. Because the pupils have been fairly static since arriving, they will then be energised by means of an 'Icebreaker' type activity, before having a short break.

A Circle Time session around Rights and Responsibilities will take place after the break and the follow-on discussion will include issues such as:

- ❖ Choices
- ❖ Consequences
- ❖ Rules; timekeeping; uniform; one-way system;
- ❖ Routines etc

Listening skills are essential as part of the positive behaviour needed/expected in classrooms. It is also important in terms of relationships and self esteem. Body language, eye contact, mirroring and drawing out are issues that are central to Active Listening techniques and the pupils have the opportunity to try out those skills. This in turn leads on to Confidence and Self-esteem since anyone who is checking a watch or looking out of a window instead of actively listening to another person will seriously affect the self-esteem of the talker.

Everyone should be made to feel valued within the school and class and it is important that all of the pupils understand that it is unacceptable to use 'put downs'. It is considered much better to encourage each other with positive comments. The class as a whole are being encouraged to adopt the positive skills needed to be a highly successful team and it is envisaged that this would minimise any **bullying**, no matter how trivial it seems to some, from the class/year group and eventually from the school population.

The carousel of questions asks the pupils to detach slightly and look from outside or with another pair of eyes to see what skills are required to become highly motivated and successful. All of the skills learned in the morning session are brought together in the afternoon with a 'working together' workshop. Pupils are then put into small groups chosen by ASPIRE staff and given tasks to complete. Teams are observed by staff to see whether they have embraced the concept of teamwork and working together. The process is more important than the completion of the tasks at this point.

Once the feedback regarding the small teamwork tasks has been undertaken, each individual is asked to think about, and share, what he/she might be able to offer to make the class become more effective in terms of positive behaviour and learning. The class will then choose the best four targets, as suggested by individual pupils, which will have most effect and impact upon the class in terms of making it the best in the school. Those targets will be added to that class' monitor sheet - (see pages 18 & 19). Teachers involved with the class back in school will then score the class from 1 - 4 against the targets as chosen by the class.

**N B Throughout the day pupils are discouraged from working in friendship groups and are actively deployed in groups of mixed ability and gender. All pupils will be asked to complete an evaluation sheet following on from the day. Staff who accompany pupils to the venue will also be asked to fill in questionnaires.**

Following on, please find examples of documentation relating to the S1 Day Courses.

Promoting Positive Behaviour in \*\*\*\*\* High School/Academy  
'Working Together'

Teacher Baseline Sheet

Prior to all individual S1 classes taking part in the "Working Together" programme it is crucial that the ASPIRE team has baseline information regarding the existing relationships within each class. It would be useful for us to know the positive aspects of the class and its successes as well as the issues that are causing concern. We would appreciate if you would please furnish us with the following pre-course information.

Class : _____ Teacher: _____	Please tick appropriate box			Names of pupils you may wish to highlight.
	Yes	No	Some times	
Do you think this class has settled in well to ***** High School/Academy?				
Do the pupils respond well as a group?				
Do the pupils respond well to whole group activities / discussion?				
Has there been any evidence of a pupil/s displaying unsocial behaviour towards each other?				
Is/are there any pupil(s) who appears to be a loner/s?				
Is there a pupil in the class who would appear to be a 'born' leader? (This may be in a +ve or -ve sense)				
Are there any individuals who would appear to be displaying signs of disaffection / disillusionment with school?				
<i>Any other comments:</i>				

Thank you for your help and your time.

The ASPIRE team.

## S1 'Working Together' Day

### The venue

#### Sample Programme 1

09.00	Depart school
09.30	The venue - Arrive and welcome
09.40	Introduction - 'I am Fiona and I am friendly!' Name badges with name and symbol
10.0	Rules for day - pupils will choose rules and they might include...! <ol style="list-style-type: none"><li>1. No 'put downs'</li><li>2. RESPECT! -</li><li>3. Only one person talking at a time</li><li>4. Have fun!</li></ol>
10,30	Energiser/Icebreaker - 'Simon Says'/Spider or other game
10.45	Break
11.00	Hunt the Pairs
11.20	Listening Skills (still in pairs from previous activity)
11.45	Self-esteem / Confidence
12.00	B B C - Bullying / Bonding / Comfortable Carousel of three questions <ol style="list-style-type: none"><li>1. What is a Bully?</li><li>2. How do we / I cope with a bully?</li><li>3. Who can help us / me deal with a bully?</li></ol>
13.00-13.30	Lunch
13.30	Working together - teamwork
13.45	Small team activities 5 groups x 5's, 6's or 7's?
14.45	Plenary Best Class in School - We're Proud to be Us! How do we do that? - ideas from pupils re. what can each pupil offer to help the class do this - CIRCLE TIME model
15.15	Depart for school

## S1 Team Building/Rights and Responsibilities Day

### The venue

#### Sample Programme 2

- 09.00 Depart school (register as they get onto bus)
- 09.30 The venue - Arrive and welcome
- 09.40 Introduction - 'I am Fiona and I am friendly!'  
Name badges with symbol - comment **must** be positive.
- 10.00 Rules for day - in two groups  
Pupils will choose rules within groups and they will be...!  
1. No 'put downs'  
2. RESPECT!  
3. Only one person talking at a time  
4. Have fun!
- 10.30 Energiser - Simon Says/ Spider / or other game
- 10.45 Break
- 11.00 Circle time- Rights and Responsibilities
- 11.20 Listening Skills
- 11.45 Self-esteem and Confidence
- 12.00 HOW TO BE THE BEST CLASS  
Carousel of three questions  
1. What does a good class look like?  
2. What should we do to make sure we are the best class?  
3. Who can help us be a good class?
- 13.00-13.30 Lunch**
- 13.30 Working together - teamwork re. 'How to be the best team'.
- 13.45 Small team activities 6 groups x 5  
JENGA; MINEFIELD; COLOURED BLOCKS; ROCKETS; WATER  
MEASURING; PYRAMID
- 14.45 Plenary  
Best Class in School - We're Proud to be Us!  
How do we do that? - ideas from pupils re. what each pupil can  
offer to help the class do this - CIRCLE TIME model  
*Identification of targets for monitoring sheets.*
- 15.15 Depart for school

Follow Up - Any or all of the following 'follow-up' strategies might be considered to monitor the situation and the effects of the training day on each class as and when they have attended the venue.

The ASPIRE team and Guidance Staff

On return to school Guidance and ASPIRE through the use of monitor sheets will look at the number of commendations, punishment exercises, referrals to T/O, referrals to SMT etc. that any individual pupils might experience in the short term following on from the training day at the venue.

The ASPIRE team

The ASPIRE team might be requested to observe a class/classes to rationalise any positive changes that might have occurred since the Training day. The ASPIRE team will meet each pupil named on the back of all monitor sheets to discuss any difficulties these pupils may be having.

YEAR HEAD/HOUSE HEAD

Monitor Sheets could be used to highlight, on a daily basis and in the short term, any positive changes in the behaviour. N.B. This monitoring should be kept to a period of two weeks. Also any areas of the curriculum that are very positive for pupils in terms of learning, should be encouraged to share strategies for working with pupils to maximise learning across the curriculum.

SENIOR PUPILS

Senior Pupils - House Captains could look at how many pupils get involved in House Activities etc. Any Peer Tutors from senior year groups might be asked to note any positive changes in pupils that they work with. They might also be asked to undertake a quasi-monitoring/counselling role with identified pupils who may be perceived as still requiring additional input.

STAFF

Staff will be encouraged to complete the baseline sheets prior to the Training days and record class' efficacy on Monitor sheets after the days. It is envisaged that all members of staff will refer to the class' targets whilst teaching and reinforce positive aspects of the work done during the Training Days.

It is crucial to the pupils that teachers talk over with each class the targets chosen by the pupils and work with them proactively rather than merely use the Monitor sheets as a method of recording bad behaviour.



ANYWHERE HIGH SCHOOL/ACADEMY - CLASS TARGET SHEET

CLASS: 1\*\*

MONITOR: \_\_\_\_\_

DATE: \_\_\_\_\_

<i>Period</i> ►	1	2	3	4	5	6
<i>Target</i> ▼	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:
<b>1. LISTEN when someone is talking.</b>						
<b>2. Act maturely- show respect</b>						
<b>3. NO 'put downs'</b>						
<b>4. No shouting out - hands up .....and wait!</b>						

N.B. Teachers - please give class a score from 1 - 4, with;

**1 = wonderful - keep it up!**

**2 = almost there - try just a little harder**

**3 = have to work harder to meet targets**

**4 = this class is capable of a lot more**

Any/all pupils recorded or referred using the ladder of sanctions, should be logged on the reverse of this sheet.

Please write down in the grid below, the names of any pupils who deserve a mention in relation to the consequences within Anywhere High School/Academy. We will monitor the situation across the curriculum and report back to Guidance / Year Head.

<i>Period</i> ►	1	2	3	4	5	6
<b>Sanction</b> ▼	Subject:	Subject:	Subject:	Subject:	Subject:	Subject:
Severe Reprimand						
Punishment Exercise						
'Good Neighbour' within dept.						
Detention						
Referral to Support Unit						
Referral to Year Head						
Commendation						

Anywhere Academy/High School - MONITORING OF 'S1 DAYS'  
ASPIRE team - follow up

Following on from the S1 'Working Together' days and as a result of the collation of Monitoring Sheets, the ASPIRE team agreed as part of the strategy to meet with all pupils who were highlighted on the sheets as having received a consequence for not following an agreed target. We propose to meet with the pupils who were given only one or two reprimands or warnings as a whole group (14 pupils). However any pupil receiving more than two reprimands or warnings or a more serious consequence (15 pupils) will have an individual interview with a member of the ASPIRE team next Wednesday 11<sup>th</sup> February.

It should be noted that this number (28 pupils) is a relatively small percentage of S1 and that the majority of the pupils received very low-level consequences for low-level indiscipline. Also 11 pupils were given *positive referrals* during the monitoring period and one *whole class was commended* for their behaviour and adherence to the targets.

*\*Register/Form Teachers and subject teachers please inform pupils of the date and times of the meetings.*

Wed 11<sup>th</sup> Feb. at 10a.m. in the Blue Room (for 20 mins)

This is a 20 minute collective meeting for any pupils who have been recorded as having only one or two recordings or reprimands during the two-week monitoring period. The ASPIRE team would only discuss call targets with pupils and ask the question "Why would you (pupils) want to be named on the sheet?".

Individual Interviews Wed 11<sup>th</sup> Feb. in the Blue Room

These individual interviews last for around ten minutes each and the pupils are asked to outline the behaviours that led to their names being recorded. Due to the level of recording they are also asked to determine personal targets to ensure improved behaviour in the classroom for the future. ASPIRE staff suggest that it would be a positive outcome if, in the future, the same monitoring procedure was to undertaken again, that these pupils did not have as high a level of recordings made against their names.

Individual Pupil Meetings

Name of pupil:

No. of times recorded: SR -

P Ex -

SA/SU/TO -

Why was your name recorded:

Ref. To SMT -

How do you feel about this?

Subjects I behave well in.....	sometimes have problems in.....
Why?	Why?

What are you prepared to do in the future to prevent your name being recorded again/your teacher disciplining you?

Targets:

1.

2.

3.

Signed : ..... (pupil name)

Interviewed on / / by FLamb S Clark

B Simmons

ASPIRE MEMORANDUM

DATE : 17.03.04  
 TO : ALL TEACHERS OF .....  
 FROM :  
 RE. : Follow up to S1 'Working Together' day interviews

This pupil was interviewed on 11<sup>th</sup> February following on from the S1 'Working Together' days. At that time this pupil agreed with the ASPIRE staff several targets that they (the pupil) would work on in an effort to improve his/her behaviour. The ASPIRE team will meet with the pupil in the near future to discuss any effort/improvements that have been made by the pupil around the school.

In order to assess whether this pupil's behaviour has improved or deteriorated or stayed the same, would you please **complete the attached form** and the **tear off slip below** and return both to the ASPIRE pigeonhole in the staffroom by **Tuesday 23<sup>rd</sup> March**.

Six other pupils were interviewed by ASPIRE staff on 11<sup>th</sup> February but you are not required to comment on those pupils as the information regarding their behaviour will be taken from their Behaviour Sheets over the course of the week.

This pupil's TARGETS were:

- 1
- 2
- 3

.....

Date:	Pupil name:	Class:
Subject:		Teacher:

This pupil's behaviour (please tick as many as you like)

was good at start of S1		is erratic	
has shown improvements recently		has got worse recently	
improved after S1 days in Oct		improved after interview in Feb	
got worse after S1 days in Oct		got worse after interview in Feb	
is not a problem in class		has stayed the same (ie not good)	

SECTION  
SEVEN

S 2

## S2 Study Skills Programme

### 'Choices' & 'Who Am I?'

At the end of the Easter term in Second Year in Secondary Schools, all S2 pupils are asked to make choices about their education and their long-term future. In personal terms they are making choices about other life issues on a daily basis. Some pupils are well equipped to make such choices, others are unable to rationalise the impact that the choices will have on them and their daily lives. Some may be too immature or have insufficient support at home to make positive decisions. There are many individuals e.g. Guidance teacher, Mother, Father, Carer, siblings, other agencies etc. who can help pupils make the decisions about choices. However, it should be seen as desirable that individuals are allowed, and given adequate advice, support and information) to make the ultimate decision personally.

By the end of the October term in most schools in Angus it is possible to highlight the S3 pupils for whom those decisions have been 'the wrong ones'. Those pupils, for whom regular visits to Time Out facilities or a pattern of truancing emerges, become part of the statistics of all schools. It has been shown in many Scottish research documents that S3 pupils may experience a higher number of a) referrals to Time Out facilities and b) exclusions than any other Year Group.

ASPIRE staff would like to offer a two-day course dedicated to S2 pupils to help them with the choices they are having to make, and to give them the knowledge and the skills needed to make even better choices.

**Day 1 - 'Who Am I?'**

**Late January - Mid-February**

Education for Life / Lifelong Learning

*What do I want to know about myself?*

*What are my strengths?*

*What are my weaknesses?*

Making Decisions

*What are my concerns?*

*What are others' concerns for me?*

*Where do I see myself ten years from now?*

## Day 2 - Department Presentations

Each department offering Standard Grade courses is invited to present a 10-15 minute overview of

- a) the subject
- b) the skills desirable
- c) future job prospects etc.

Prior to the 2-day programme pupils should sign up attend the presentations of courses they wish more information about or insight into. Ideally the presentation should include a short activity, related to the coursework, for pupils to take part in. This should be enjoyable and related to the coursework **but** realistic and representative of the 'nitty gritty' NOT the good fun stuff that only happens once in two years.

Parental involvement in both days would be beneficial. Alternatively, an evening session devoted to parents regarding the Day 2 programme would help parents to advise pupils on subject choices.

## S2 PROGRAMME

0915 - 0925	Introduction
0925 - 0935	Self questionnaire
0935 - 0940	Energiser
0940 - 1000	Thinking Positive & Brain Gym
1000 - 1030	The Positivity Pyramid
1030 - 1100	Games associated with above
1100 - 1115	Break
1115 - 1125	Energiser
1125 - 1220	Pathway to a Positive Future (Group work)
1220 - 1230	Energiser
1230 - 1250	Positivity Quiz
1250 - 1350	Lunch
1350 - 1410	Plenary of the morning session
1410 - 1510	Series of activities about Choices
1510 - 1540	Presentations

SECTION  
EIGHT

S 3

### S3 Study Skills Programmes.

#### How to get the best out of me!

At the beginning of the term all S3 youngsters embark on courses leading to formal qualifications. Statistically, some of the pupils will disengage quite early in the opening term. There are several reasons for this: subjects too hard, they don't like the teacher, they believe they can't do the work, what's the point everyone else is better than I am? My Dad's says he get me a job etc. Any disengagement can have a negative effect on other members of the class and compromise the learning of their peers.

Equally, some students will just coast at the beginning of the courses, produce the minimum amount of work. The S2 mentality to schoolwork still pervades in the classroom, the need to succeed for oneself is not even considered by most of the pupils and a slow start can reduce their opportunities at the end of course.

The two programmes detailed are concerned with energising and thus empowering the youngsters to discover how to get the best from themselves, what is their best learning style, how they can study more effectively and how to transfer some of their individual skills into working in an effective group. The programmes are concerned with self-motivation, self-development and the exploitation of their learning abilities.

An empowered majority of S3 pupils will have a very positive effect on the behaviour in any school. A student body enthused with self-belief will not suffer fools lightly.

#### Programmes.

Pupils will complete a questionnaire from a computer programme on learning styles. This questionnaire enables the students to identify their preferred learning style. Once determined they will be provided with examples and individual help in how they can exploit this during their studies.

Confidence-boosting and self-esteem exercises coupled with the learning style questionnaire will provide the students with the tools to succeed and to distance themselves from negative influences. In addition, the disaffected/ disillusioned will be given the opportunity to re-engage in their studies.

Self-belief is the key to success and this day will provide the students with the opportunity to realise this.

NB The 'Learning Styles' questionnaire results will have staff development implications that will need to be discussed prior to choosing programme one. Programme two does not incorporate the styles but emphasises the self-confidence aspect of the course.

## S3 Course

All pupils arrive at the one-day course having previously completed (possibly in SE time with Guidance Teacher) a "Learning Styles" analysis from the profiles contained within the Diversity profile.

### *Programme*

9.15 - 9.45	Introduction to course Acquaintances
9.45 - 10.15	Explanation of Learning Styles
10.15 - 10.45	'What's in it for me?' Exploitation of strengths
10.45 - 11.00	<b>BREAK</b>
11.00 - 12.00	Personal interviews re. 'Your Learning Style'
12.00 - 12.30	Re-engaging techniques to make subjects interesting
12.30 - 13.00	How can I help my peers?
13.00 - 14.00	<b>LUNCH</b>
14.00 - 15.00	Learning style in operation Group activities
15.00 - 15.30	Presentations
15.30 - 15.45	<b>Plenary and close</b>

SECTION  
NINE

S 4

## S4 STUDY SKILLS PROGRAMMES

In our experience it is a worthwhile exercise to specifically focus on giving students in S4 a confidence booster prior to the beginning of the examination season as well as the early part of their 4<sup>th</sup> Year. We have found that such an input can have very positive effects on student attainment and behaviour. Apart from energising youngsters, we have found that they can easily distance themselves from negative influences. The behaviour of S4 classes improves as the majority have their own self-interest to meet. With these facts in mind the ASPIRE team offers this programme in two sections - the first during September/ October of S4 and the latter in February/ March prior to the final examinations. The latter can either be a day course or the more desirable and effective weekend course.

### PART ONE- SEPTEMBER/ OCTOBER.

#### ***I CAN & I BELIEVE I CAN***

One-day session. This will take place in-house and concentrate on developing self-worth and self-confidence in relation to study skills for examinations. It will also address elements of effective time management, particularly relating to course work assessment deadlines.

Students will be involved in a series of activities to realise their full potentials. Elements of the S3 programme will be revisited but more emphasis on studying will be applied throughout the session. All students will be asked to complete a Howard Gardner 'Multiple Intelligences' questionnaire. The collation of this form identifies, for students, how they can exploit their particular 'intelligence' to their best advantage.

It is envisaged that with pupils so energised, their behaviour will improve positively. This in itself will have a positive affect on the behaviour of the whole school.

## S4 - 1 Day COURSE (First Day)

9.10 - 9.20	Welcome and Introduction * * *
9.20 - 9.35	Strengths I have - What am I good at? How to get the best out of me - "Retracking" * * *
9.35 - 10.45	How am I SMART? Myths about intelligence. Questionnaire Feedback re. above Scenario History - Groups write down observations Transfer of strengths-sheets re. studying effectively List all different learners and names (1,2,3) * * *
10.45 - 11.00	President's Game type thing/Farmers Dilemma/ Destination Moon .....WHATEVER!
<b><u>BREAK</u></b>	
11.15 - 12.00	Like-learners exercise and feedback
12.00 - 12.20	Mnemonics/Mind Mapping etc * * *
12.20 - 13.00	Assertive/Confident/Positive thinking/Comfort Zone Envelopes!
LUNCH	
14.00 - 14.30	Working effectively as an individual within a group
14.30 - 15.30	Small group situations Pack of activities to complete

***Aeroplane    Jigsaws    Song/rap    Wordsearch    Presentation***

.....and 1 person from each team to play joker when whistle goes re.:

3D Puzzles	Visual
UNO cards/dominos	Mathematical
Draw a cartoon character	Artistic/visual
Kim's Game	Intrapersonal
Obstacle course	Sign Language
Envelope with secret task	Confidence/ Assertiveness etc.

## PART TWO - FEBRUARY/ MARCH

Many youngsters start to panic, develop stress-related conditions and even just give up during this time. The influences of disengaged peers can also have a negative affect upon them. This course is designed to energise and positively address such concerns and negative influences.

The involvement of parents/ carers should be accommodated during this period. Each student will design a revision timetable that permits him or her to watch favourite TV programmes, socialise with their friends and even hold down a part-time job. However, study time is QUALITY time. Therefore gaining parental support is imperative. Likewise during 'Study Leave' a similar timetable will be constructed which the students will be expected to follow.

This course in our experience has had a very positive affect on all participants, they all have improved on their S4 GPA results. Self-belief and a commitment to 6 weeks' hard work appear to have had the desired response.

Students will be presented with activities and lectures designed to improve their study skills. This will include memory development, time management for revision and during the examination, stress control techniques, preparation for study, relaxation processes, design of study timetables, self-confidence boosters and self-belief realisation. They will believe they can succeed to the best of their current abilities.

Parent evenings.

After either the day or weekend programmes, details on the following pages, parents will be invited to information evenings. They will be introduced to elements of the course their youngsters have experienced and guided in techniques to help their child cope. Such evenings will also assist in helping parents/ carers cope with the stress of a teenager taking formal examinations. The format of the evening will be a short presentation followed by a discussion forum. If the evening follows a training weekend, then a video and pictures will be shown and displayed.

## S4 Study Skills Day

## Day 2

### PROGRAMME

Time	
0900 - 0915	Welcome and Overview of the entire day's programme
0915 - 1000	Who am I? Where do I want to go? How do I get there? Strengths I have!
1000 - 1020	Survival exercises
1020 - 1035	Break
1035 - 1125	How am I Smart? (Revisited)
1125 - 1140	Energiser
1140 - 1245	Introduction to Study Skills (mnemonics, time management, examination preparation & stress control techniques)
1245 - 1300	The Power of Positive Thinking
1300 - 1330	The Lunch
1330 - 1400	Warm up / study/ cool down
1400 - 1415	Mnemonics competition
1415 - 1445	Farmers' Dilemma
1445 - 1515	Study timetable construction
1515 - 1545	Where to now??

## S4 PERSONAL EFFECTIVENESS WEEKEND

### PROGRAMME

#### Friday

Time	
1700 hours	Depart from Academy / High School
1800	Arrive at Centre
1800 - 1830	Welcome and allocation of rooms
1830 - 1915	Dinner
1915 - 1945	Overview of the entire weekend's programme
1945 - 2030	Square making + 'Know your limits' Part 1
2030 - 2115	Who am I? Where do I want to go? How do I get there? Strengths I have!
2115 - 2145	Farmers' Dilemma
2145 - 2200	The Beach (Plungers, Waders, Testers)
2200 - 2230	Relax
2230 - 2345	Own rooms
2345	Shut -Down

## Saturday

Time	
0800 - 0900	Breakfast
0900 - 1000	How am I SMART? (Revisited)
1000 - 1020	Survival exercise
1020 - 1040	Comfort Zone
1040 - 1100	Introduction to Study Skills (mnemonics, time management, examination preparation & stress control techniques)
1100 - 1120	Break
1120 - 1300	Small Team Exercises <ul style="list-style-type: none"> <li>➤ Walk the Plank</li> <li>➤ Colour Blocks</li> <li>➤ The Minefield</li> <li>➤ Water Tower</li> </ul> <ul style="list-style-type: none"> <li>➤ Round Up</li> <li>➤ Pyramids</li> </ul>
1300 - 1345	Lunch
1345 - 1430	Like Learners exercise
1430 - 1500	The Power of Positive Thinking
1500 - 1515	Break and Relax
1515 - 1600	Personal Skills (Opportunity to develop assertiveness and listening skills) What's in it for me?
1600 - 1700	Relax
1700 - 1800	Warm up to study/ Study / cool down
1800 - 1845	Dinner
1845 - 1945	Examination Timetabling
1945 - 2015	Mnemonics
2015 - 2130	'Know Your Limits' Part 2. What is the worst that could happen?
2130 - 2300	Irish Karaoke

## Sunday

Time	
0800 - 0900	Breakfast and Pack
0900 - 0930	Briefing for the Ultimate Challenge
0930 - 1000	Final Team Preparations
1000 - 1300	<p>The Ultimate Challenge</p> <ul style="list-style-type: none"> <li>➤ In teams of 5 students will undertake a physical and mental challenge around the grounds of the Centre to help to test the teams to the limit and stress the importance of working as a team</li> <li>➤ Assistance for the teams will come from the staff</li> <li>➤ Suitable clothing will be required</li> <li>➤ Maximum staff input is required</li> </ul>
1300 - 1400	Lunch
1400 - 1430	Plenary and discussion of the Ultimate Challenge
1430 - 1600	<p>Plenary of the weekend as a whole</p> <ul style="list-style-type: none"> <li>➤ Raising expectations of how to use the new skills in school for personal effectiveness and to promote a more positive attitude in school and towards work in school</li> <li>➤ Raising expectations of each individual's ability to improve their own performance</li> <li>➤ Emphasise study skills abilities for examinations</li> </ul>
1600	Depart from Centre
1700	Arrive at Academy / High School

To the Parent or Guardian of:

Dear Parent

## PERSONAL STUDY SKILLS DEVELOPMENT WEEKEND

I am writing to offer your son/daughter the opportunity to join a number of other pupils on a residential weekend to be held at the Adventure Centre. The date of this residential experience is Friday to Sunday.

This weekend will combine a number of individual and team activities designed to target and build on the following areas:

- personal effectiveness
- How to study / revise
- team building
- listening
- communicating
- study skills
- problem solving
- identification of learning styles.

Based on the same principles as courses used by companies such as BP, Shell, Aberdeen City Council, The Royal Bank of Scotland and many others the aim of this weekend is to develop the pupil's individual ability and to build their self-confidence. We believe that this experience will be of great benefit to your son/daughter as part of their preparation for the final Standard Grade examinations in May.

Places on this residential weekend are limited and will be allocated on a "first-come-first-served" basis. Please indicate whether or not your son/daughter will be able to attend by returning the attached consent form to the School Office as soon as possible.

The school intends to have a brief parent's evening prior to the course to provide you with details of the programme your child will be following, I'll write to you providing time and date.

There will be an evening meeting on Wednesday to provide you with feedback of the weekend.

Yours faithfully

Head Teacher, Academy/High School

*\* This form might be used in addition to established Authority protocols*

**CONSENT FORM FOR RESIDENTIAL WEEKEND**

Dates: Friday- Sunday  
Departure Academy 1730 hours Friday  
Return Academy 1700 hours Sunday

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**Places are restricted. Please return to the School Office as soon as possible.**

My son/daughter (name) ..... Class .....

will / will not (please delete) attend the Personal Study Skills Development residential weekend at The \*\*\*\*\*Adventure Centre, Friday - Sunday inclusive.

He / she is / is not (please delete) physically fit and able to participate in all activities, some of which may be strenuous (if not please say to what level your son/daughter could participate).

.....  
.....

He / she is / is not (please delete) a vegetarian or requires a special diet (please say what his/her needs are).

.....  
.....

He / she does / does not (please delete) requires medication (please say what his/her needs are).

.....

He / she will / will not (please delete) carry and administer any medication mentioned above (please say if you want staff to carry medication for his/her needs are).

.....

## SUGGESTED KIT LIST FOR WEEKEND

Fleece Jacket / Warm Jacket

Waterproof Jacket (if not the same as above)

Trainers for indoors

Trainers for outdoors (old ones that can get wet)

Washing kit

Towel(s)

Casual clothes (with at least **ONE** change of everything)

- Trousers
- Jumper(s) / fleece
- Tee-shirts
- Underwear
- Socks (preferably one pair of thick socks)

**\*\* NB** It is a very good idea **NOT** to bring jeans for outdoor wear - if they get wet you will be very cold and uncomfortable

### Mobile Phones

We do not provide insurance to cover the loss or damage of mobile phones. There is no need for pupils to have mobile phones as there are telephone facilities at the Centre.

**\*\* NB** Mobile phones **MUST** be switched off during **ALL** activity sessions.

Phone number of Centre:

E Mail address:

Dear

S4 Study Skills Weekend

I would like to take this opportunity to tell you how much the trainers enjoyed working with **NAME** last weekend. **He/she** joined in with all activities with enthusiasm and commitment participating well as both an individual and as a group or team member. Throughout the weekend he/she was well behaved and always well-mannered.

**NAME** seemed to have taken on board the main themes of the weekend:

- personal effectiveness
- team building
- active listening
- communicating
- problem solving
- how to study
- Study revision skills
- Agreed timetable for study

If **name** can put these skills into action, **he/she** should be a great asset to the school in the forthcoming examinations as well as developing an all round education for life.

I hope that **name** enjoyed the weekend as much as the trainers did. **His/her** whole approach to the experience was highly commendable and **name** should be proud of **his/her** achievements. **Name** is a credit both to **himself/herself** and to you.

Yours sincerely

Head Teacher

On behalf of Trainers



SECTION  
TEN

SENIOR PUPIL  
INDUCTION

## Senior Pupil Induction

### Aims and Objectives

The aim of the Senior Pupil Induction day is to raise awareness of the Rights and Responsibilities of the senior pupil group in any school. The most senior pupils in school have a much better rapport with younger pupils than staff and this can be capitalised upon in order to provide a more positive ethos and work ethic within the school. Senior pupils are often unaware of the influence that they have on younger pupils and of the very important role in influencing people that they should be undertaking in schools.

However, even when they are aware of this role, they are unsure of the best way to go about involving themselves. In order to raise awareness of this issue, it is important to motivate and enlighten senior pupils and remind them of the sway that they hold over the younger year groups. It is necessary also to be very explicit about this role. Some seniors may have younger siblings at home for whom they help care - however, some may not and may therefore be entirely unaware of the need to act as a role model and lead younger pupils along the right path. They may also be unaware of the fact that younger pupils are more than happy to mimic the behaviours, whether positive or negative, of older pupils.

At present there is no explicit description of responsibilities relating to Senior Pupils in schools and therefore the boundaries are blurred regarding what they are expected to do. Some are Prefects and are slightly more 'switched on' regarding roles and responsibilities within the whole school setting. However not all schools train their prefects regarding how to go about carrying out these responsibilities. A few more are Buddies or Peer Mentors who have a more specific role usually within a class, within a small group setting or with an individual pupil. The other pupils, however, who are neither Prefects nor Buddies/Mentors, have little idea of the responsibilities and the influence they have.

Senior pupils should in fact be a link between members of staff and pupils. This relationship, however, is often flawed because of the perceptions of staff and the apparent immaturity of pupils. There is a job to be done regarding communication between school staff and pupils to find out what tasks are seen as most important for those pupils and how best to bridge the gap.

There is a necessity also to be aware that these pupils are at the most crucial stage in their schooling regarding qualifications and futures and this should in no way conflict with the role that they should play in school.

The objectives, therefore, of the Training sessions are to promote:

- ❖ positive relationships
- ❖ modelling appropriate behaviour
- ❖ using strengths within the team/individuals
- ❖ group motivation
- ❖ raising awareness of roles, rights and responsibilities
- ❖ assertiveness training
- ❖ the use of Positive (Behaviour Management) strategies
- ❖ active listening

**During the session questions will be answered relating to:**

*As a Senior pupil, what am I expected to do?*

*How am I expected to do it?*

*Who can I get help from?*

*What do I get out of it?*

*What does the school get out of it?*

Pupils will be asked to fill in evaluation sheets at the end of the session. Any other members of staff involved will also be asked to evaluate the effectiveness of the course. Close to the end of the summer term all senior pupils and members of staff will be asked to evaluate the effectiveness of the entire senior student body throughout the session.

ASPIRE in Angus  
Senior Pupil Induction

9.10- 9.20	Welcome and introduction
9.20 - 9.50	Farmers Dilemma - problem solving exercise <i>Energiser</i>
9.50 - 10.00	Johari window re. problem solving <i>Energiser</i>
10.00 - 11.00	Belbin reference - Know your strengths Groups - Belbin like. Discussion of strengths. Task - 20 mins. 5mins - Were you an effective team? Why? Why not? Analogy - 11 David Beckhams!
11.00 - 11.15	BREAK
11.15 - 11.30	Feedback
11.30 - 12.45	Using team element to show we have particular strengths Active listening - Assertiveness - Rights and Responsibilities - Expectations - Time management - Comfort Zone (with energisers in between e.g. Bank Robbery 'Do This, Do That' etc)
12.45 - 13.00	Carousel of questions
	<i>Q1. What are the benefits to the school of an effective Senior School?</i>
	<i>Q2. What are the most important tasks/roles that Senior pupils should play/undertake?</i>
	<i>Q3. What can schools do to help make Senior pupils more effective?</i>
	<i>Q4. What are the gains/benefits to Senior pupils of this training day?</i>
13.00 - 13.45	Lunch
13.45 - 14.15	How to use your own personal strengths
14.15 - 15.30	Teamwork exercises
15.30 - 15.45	PLENARY and close

SECTION  
ELEVEN

PREFECTS

## PREFECT TRAINING

### Aims and objectives

The aim of the Prefect Training day/weekend is to raise awareness of the Rights and Responsibilities of the Prefect group in any school. Prefects are the most senior pupils in school and as such have a much better rapport with younger pupils than staff. Prefects are often unaware of the tasks they should be undertaking in schools. However, even when they are aware of the tasks, they are unsure of the best way to go about involving themselves.

The method by which Prefects are chosen/choose themselves/arrive in S6 and automatically become Prefects varies widely from school to school. Some schools have S5 Prefects. Some schools are looking at having Prefects across all year groups. Whatever the method, there is no delineated job description for Prefects and therefore the boundaries are blurred regarding what they are expected to do. Occasionally, Prefects are given a badge and a different tie to the rest of the pupils in school but are clearly unaware of the additional responsibility that goes along with those things. Sometimes Prefects are found to be unsuitable after the fact and occasionally pupils not chosen as Prefects are the pupils available and willing to undertake duties/attend discos etc.

Prefects should in fact be a link between members of staff and pupils. This relationship, however, is often flawed because of the perceptions of staff of the Prefect role. There is a job to be done regarding communication between school staff and pupils to find out what tasks are seen as most important for those pupils designated Prefects.

The objectives, therefore, of the Training sessions are to promote:

- ❖ positive relationships
- ❖ team effectiveness
- ❖ using strengths within the team/individuals
- ❖ group motivation
- ❖ raising awareness of roles, rights and responsibilities
- ❖ assertiveness training
- ❖ the use of Positive (Behaviour Management) strategies
- ❖ active listening

During the session questions will be answered relating to:

*As a Prefect, what am I expected to do?*

*How am I expected to do it?*

*Who can I get help from?*

*What do I get out of it?*

*What does the school get out of it?*

Prefects will be asked to fill in evaluation sheets at the end of the session. Any other members of staff involved will also be asked to evaluate the effectiveness of the course. Close to the end of the summer term all Prefects and members of staff will be asked to evaluate the effectiveness of the entire Prefect body throughout the session.

## Prefect Training Day

9.10- 9.20	Welcome and introduction
9.20 - 9.45	Prefect Duty Scenarios - Groups of 6 - write down difficulties experienced
9.45 - 10.05	The Bank Robbery - problem-solving exercise re. teamwork in teams of 10
10.05 - 10.45	Assertiveness/ Confidence/ Comfort Zone
10.45 - 11.00	Prioritising issues for Prefects. Cards to be placed under headings of 'most important', 'quite important' or 'totally unimportant' ALL must agree with the decision before a card is placed on pile, then teams identify top six in terms of priority.
11.00 - 11.15	BREAK
11.15 - 11.30	Feedback of group's priorities
11.30 - 12.45	Prefect Duty Scenarios (take 2) - small groups role play scenarios looking at strategies they would use effectively...followed by discussion
12.45 - 13.00	Carousel of questions
	<i>Q1. What are the benefits to the school of an effective Prefect group?</i>
	<i>Q2. What are the most important tasks/roles that Prefects should play/undertake?</i>
	<i>Q3. What can schools do to help make Prefects more effective?</i>
	<i>Q4. What are the gains/benefits to Prefects of this training day?</i>
13.00 - 13.45	Lunch
13.45 - 14.15	How to work as an effective team Allocation of teams
14.15 - 15.30	Teamwork exercises
15.30 - 15.45	PLENARY and close

## PREFECTS TRAINING WEEKEND

### PROGRAMME

#### FRIDAY

1730	Depart from Academy/ High School
1800 - 1815	Arrive. Welcome talk and assignment of rooms
1815 - 1900	Overview of the course
1900 - 1945	Dinner
1945 - 2015	Group task
2015 - 2030	Johari Window
2030 -2100	What makes a good team? (Belbin Sheets)
2100 - 2130	Quiz
2300	In own rooms

## **SATURDAY**

0730 - 0830	Rise & shine
0830 - 0915	Breakfast
0915 - 0930	Belbin collation
0930 - 1000	Exercises in Trust
1000 - 1100	Prefect scenarios. What you can expect?
1100 - 1115	Break
1115 - 1300	Group activities
1300 - 1345	Lunch
1345 - 1430	Active Listening
1430 - 1530	Assertiveness
1530 - 1630	Relax
1630 - 1730	Rights & Responsibilities (Workshop)
1730 - 1830	Individual and Group tasks
1830 - 1900	Relax
1900 - 1945	Dinner
1945 - 2030	Prefect Scenarios revisited
2030 - 2130	Deforestation Activity
2130 - 2300	Social Time
2300	Own rooms

## SUNDAY

0730 - 0830	Rise & Shine
0830 - 0915	Breakfast
0915 - 0945	Preparation for the Ultimate Challenge
0945 - 1300	The Ultimate Challenge
1300 - 1345	Lunch & Clear rooms
1345 - 1415	Plenary of the Ultimate Challenge
1415 - 1515	Carousel of questions
	<i>Q1. What are the benefits to the school of an effective Prefect team?</i>
	<i>Q2. What are the most important tasks/ roles that Prefects should play/ undertake?</i>
	<i>Q3. What can school do to make Prefects more effective?</i>
	<i>Q4. What are the gains/ benefits to Prefects of this training weekend?</i>
1515 - 1600	Plenary of the entire weekend
1630	Leave the Centre

SECTION  
TWELVE

ACTIVITIES  
WEEK

## Activities Week

As part of the Raising Attainment programme, the ASPIRE team would suggest that an Activities Week for S1 - S3 pupils would further enhance the personal development of all pupils. Activities Week could be organised for the time in Summer Term when all S4-S6 pupils are out of school on Study Leave for SQA examinations and offers an excellent opportunity to expose all pupils to insights into:

- 1) Study Skills
- 2) Physical Challenge
- 3) Skills Days
- 4) Whole School Challenges
- 5) Fun Days

**Days 1 - 3**, each year group spends a day, on a rotational basis, undertaking the following sessions:

### Study Skills

These would be offered in-house in a fun way and led by all members of staff. There exists a slightly different theme for each year group with work being stage-appropriate.

### Physical Challenge

Physical Challenge might consist of three recognised activities - one for each year group e.g.

- S1 - Hillwalking
- S2 - Assault Course arranged by Army at Barry Buddon
- S3 - Kayaking/Orienteering/Windsurfing/Topper sailing

### Skill Day

All pupils learn a new skill, all of which are offered by members of staff who have a particular expertise in an interest/skill e.g. Chess, Fly-tying, Makaton signing, film making, Tai-Chi etc

**Day 4** - This would be a whole school S1 - S3 'SUPERSTARS' event with all pupils taking part in activities in and out of doors, in classes and if possible also with a session in a water environment (pool). This would be judged on a house basis or year group against year group.

**Day 5** would allow pupils to undertake a fun event of their choice from a large pre-determined menu.

ACTIVITIES WEEK FOR ALL S1 - S3 PUPILS			
	S1	S2	S3
Day 1	<i>Study Skills</i>	Physical Challenge	Skill Day
Day 2	Physical Challenge	Skill Day	Study Skills
Day 3	Skill Day	Study Skills	Physical Challenge
Day 4	<b><u>SUPERSTARS</u></b>		
Day 5	<b><u>FUN ACTIVITY DAY</u></b>		

A working Group of staff could be established to look at the feasibility of offering the above in terms of suitable activities and costings. This might include associated agencies and parents/carers.

SECTION  
THIRTEEN

CALENDAR

**CALENDAR OF ENHANCED STUDY SKILLS**

<b>AUGUST</b>	Beginning of term for one whole week each teacher establishes / negotiates - <i>Rules</i> <i>Routines</i> <i>Rewards</i> <i>Consequences</i> Also expectations of pupils in classrooms and what pupils can expect from the teacher in the classroom
	S1 'Working Together' Days
	S5 Day * <i>either now or June</i>
	Prefect Weekend * <i>either now or June</i>
	Staff Personal Effectiveness Weekends
<b>SEPTEMBER</b>	Beginning of month Revisit rules etc.
	S1 'Working Together' Days
	S4 1 <sup>st</sup> Day
	Staff Personal Effectiveness Weekends
<b>OCTOBER</b>	Beginning of month Revisit rules etc.
	S1 'Working Together' Days
	S4 1 <sup>st</sup> Day
	Staff Personal Effectiveness Weekends
<b>NOVEMBER</b>	Beginning of month Revisit rules etc.
	S3 'Getting the Best Out of Me'
	S4 1 <sup>st</sup> Day
<b>DECEMBER</b>	Beginning of month Revisit rules etc.
	S3 'Getting the Best Out of Me'
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<b>JANUARY</b>	Beginning of month Revisit rules etc.
	S2 'Choices' course
<b>FEBRUARY</b>	Beginning of month Revisit rules etc.
	S2 'Choices' course
	S4 2 <sup>nd</sup> Day
<b>MARCH</b>	Beginning of month Revisit rules etc.
	S 4 2 <sup>nd</sup> Day
	S4 Weekends
<b>APRIL</b>	Beginning of month Revisit rules etc.
	Staff Personal Effectiveness Weekends
<b>MAY</b>	Beginning of month Revisit rules etc.
	Staff Personal Effectiveness Weekends
	Activities Week
<b>JUNE</b>	Beginning of month Revisit rules etc.
	Staff Personal Effectiveness Weekends
	Activities Week

SECTION  
FOURTEEN

QUESTIONNAIRES

## PREFECT RESIDENTIAL TRAINING COURSE

Name.....Date.....

This evaluation sheet is provided for you to express your opinions on the course you attended at the Centre. Please complete all sections and write as much as you can. This will enable us to assess whether future courses should be run and what we can do to improve them. Your honesty would be helpful and appreciated.

### ABOUT THE WEEKEND

Do you feel that you had adequate notice about the weekend and were the aims set out for you?

What did you think the weekend would be about before you arrived?

What do you think the weekend was about now that you have completed the course?

What do you think the school hoped to get out of this weekend?

Do you think the themes of teambuilding, leadership, assertiveness and self-awareness were appropriate for a Prefect Training weekend?

What other (if any) theme(s) do you think should be tackled or omitted on a similar weekend in the future?

What skill(s) / attribute(s) do you think you can take back to the school having been on this weekend?

State two things that you feel you **learned** during the weekend.

State two things that you feel you **gained** from the weekend.

What was the best part of the weekend for you?

Has the weekend made any difference to your approach to school, work in school or attitudes towards the school and others in the school? Can you explain what these differences are?

Do you feel that the training you received will help you carry out your Prefect duties? Can you explain what you mean by your answer?

Do you feel that the weekend has made the Prefect group - as a whole - work better as a team who share and promote the ethos of the school?

What else do you feel could be added to the weekend to help make the Prefect group work better as a team who share and promote the ethos of the school?

***ABOUT THE TRAINERS AND THE LOCATION***

Was the Centre a suitable location for the training? Please also give your opinion of the food, staff, accommodation and atmosphere of the Centre.

Were there any drawbacks of the Centre as a venue?

Were all the trainers approachable during the weekend?

Did the trainers explain the tasks, activities and training sessions clearly to you?

Is there any way that the trainers could improve what they do or how they do it? (Please be honest)

### ***INDIVIDUAL EVALUATION OF THE ACTIVITIES AND SESSIONS***

Please grade the following exercises by circling the appropriate number using the scale

4 = excellent

3 = good

2 = OK

1 = not good

Getting to know you circle	1	2	3	4
Trust run through tunnel	1	2	3	4
Trust falling backwards to catcher	1	2	3	4
The Bank Robbery	1	2	3	4
Trust Partner Blindfold	1	2	3	4
Trust Dive	1	2	3	4
Belbin	1	2	3	4
How am I Smart (collation)	1	2	3	4
How am I Smart (Bullying)	1	2	3	4
Prefect scenarios (Kevin & Clare)	1	2	3	4

#### ***Group Exercises***

Minefield	1	2	3	4
Shepherd	1	2	3	4
Rockets	1	2	3	4
Untangle	1	2	3	4
Chinese Whispers	1	2	3	4
Square making	1	2	3	4

Twister	1	2	3	4
Moving the pyramid	1	2	3	4
Which was the best exercise? .....				

Active Listening (presentation)	1	2	3	4
Active Listening (scenarios)	1	2	3	4
Assertiveness (presentation)	1	2	3	4
Rights & Responsibilities (prefect roles)	1	2	3	4
Darkened room	1	2	3	4
Carousel (4 questions)	1	2	3	4

Ultimate Challenge as a whole	1	2	3	4
Protecting your balloons	1	2	3	4
5/3 litres to 4 litres	1	2	3	4
Tree walk	1	2	3	4
The Bomb	1	2	3	4
Skipping	1	2	3	4
Guardians	1	2	3	4
Jenga	1	2	3	4
Blindfolds at Tower	1	2	3	4
Canes	1	2	3	4
Filling the pipe	1	2	3	4
Which was the best exercise? .....				

What was the activity / session you liked **most** and why?

What was the activity / session that you liked **least** and why?

Is there any activity/ session that you would like to see included? Please describe the activity or session.

Finally (at last) give your honest opinion of the whole weekend. The more information you provide us the better the next training course will be for the Prefects who follow you.

### THE WAY FORWARD

Can you give examples of 'Good Practice' shown by prefects since the weekend?

How can we maintain the enthusiasm and positive response you have given so far throughout the session?

How can we involve / include prefects who did not attend the weekend?

If not already covered, can you make suggestions about prefect training for next year?

## STAFF QUESTIONNAIRE FOR ANY WEEKEND COURSE

*Pupils will receive an evaluation questionnaire in a week's time. I would appreciate it if you would complete the attached questionnaire as soon as possible. In order to improve any future adventures please be as candid as possible, we have broad shoulders and can take criticism. Please use extra paper if you run out of space. Thanks in anticipation.*

- Did you enjoy?
- Do you feel you were given the opportunity to contribute?
- Were you made aware of the aims and objectives of the course? How could it be improved?
- Please comment truthfully on the main presenters Sean and Fiona. How can they improve?
- Which activity did you feel was the best?
- Which activity needs to be improved?
- In order to widen the net of principal presenters, is there any activity that you feel you could have led (including introducing new activities)?

- What did not work well in your opinion?
- Comment on the venue
- What other topics should be tackled, if any?
- Any other comments

Thank you for your time and your ideas/thoughts.





S3 LEARNING STYLES / STUDY SKILLS DAY

EVALUATION QUESTIONNAIRE

\*\*\*Please add your comments\*\*\*

1. Did you think the day was WORTHWHILE? (Please give a reason)

2. Did you learn anything NEW from the day? (If so - what?)

3. What was the BEST / WORST part of the day?

BEST -

WORST -

4. What could the presenters have done to IMPROVE the session?

5. Do you think the day helped you become better at STUDYING?

6. Do you think the day helped you to become a better LEARNER?  
(Why or How?)

7. Would you recommend the day to OTHER S3 classes?

8. What did you think of the PRESENTERS?

9. Any other comments?

Anywhere High School/Academy  
S1 'Working Together' Days

Pupil Evaluation Sheet

1. Did you enjoy your day at \*\*\*\*\*? Give reasons for your answer.

--

2. Do you feel you were given an opportunity to speak about **your** issues?

--

3. Why do you think your class went on the course?

--

4. How would you improve the course?

--

5. Please comment truthfully on the leaders. Were they good? How can they improve?

--

6. What did you learn during the day?

--

7. Have the sessions helped you/your class in school lessons since? Please give examples.

--

8. Please grade the activities you took part in during the afternoon session by circling the appropriate scores:

1 - poor      2 - OK      3 - Good      4 - Very good

	1	2	3	4
Jigsaws	1	2	3	4
Coloured blocks	1	2	3	4
Jenga	1	2	3	4
Minefield	1	2	3	4
Square making with rope	1	2	3	4

8. Any other comments?

--

Do you think that other classes from \*\*\*\*\* Academy/High School would benefit from the same kind of session?

**Yes**                      **No**

Thank you for filling in this questionnaire!

### STAFF QUESTIONNAIRE RE. S1 'Working Together' Days

We would like to give all teachers of S1 and any other interested parties the opportunity to feed back to the ASPIRE team regarding the training programme undertaken with all S1 pupils.

- Each of the pupils received an evaluation questionnaire a week after attending the course.
- A report on all of the pupil questionnaires, and the Monitor sheets that are tracking pupil behaviour around the school, will be compiled by the ASPIRE team shortly.

We would appreciate it if you would complete the attached questionnaire by Friday and return it to the ASPIRE pigeonhole in the staffroom. In order to improve any future adventures could you please be as candid as possible. Please use extra paper if you run out of space. Thanks in anticipation.

1. Were you made aware of the aims and objectives of the course before the pupils attended?

--

2. Do you think that the pupils enjoyed the course? i.e. have they remarked upon /told you/have you asked them about any of the topics discussed on the day?

--

3. Has the behaviour improved at all since the class/es you teach attended the course?

--

4. Do you think that the Monitor sheets were a good idea? Can they be used more effectively or improved upon?

--

5. In order to widen the net of principal presenters, is there any activity that you feel you could contribute to? (This includes introducing new activities.) Do you feel that you would like to contribute to a day such as this?

--

6. What did not work in your opinion?

--

7. Comment on the venue.

--

Any other comments.

--

Signature of teacher: \_\_\_\_\_

Thank you for taking the time to fill in this questionnaire.

SECTION

FIFTEEN

Appendices



THIS DATA MUST BE AVAILABLE TO ALL STAFF ON LOCATION AT ALL TIMES

## HOW TO DEAL WITH AN EMERGENCY SITUATION

### SERIOUS ACCIDENT OR INCIDENT CARD

#### Care of the Group

- Ensure safety from further danger
- Arrange search, rescue, medical care or hospitalisation as necessary
- Ensure welfare of group

#### Next Steps

Contact one of the following normal working hours (The list is in priority order):

#### 1. Named Head of your Establishment

-----

Telephone -----

Fax -----

#### 2. Director of

-----

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Telephone -----

Fax -----

#### Outwith Working Hours

#### 3. Named Head of your Establishment

-----

-----

### CONTACT NUMBERS FOR YOUR LOCATION

1. Name -----

Telephone -----

#### Outwith Office Hours

2. Name -----

Home Telephone -----

3. Name -----

Home Telephone -----

#### A serious accident or incident described as:

- an accident leading to a fatality, serious or multiple fractures, amputation or other serious injury
- serious illness
- circumstances in which one or more of the party might be at serious risk
- any situation in which the presence or possible involvement of the Press or Media could have significant implications.

**You may still need to call if an accident or incident is not serious but will prevent the group from returning as programmed.**

#### Advice

4. Named others, Home Numbers

-----  
-----  
-----

- Do not comment to the Media
- Avoid making any statement admitting liability
- Do not communicate with anyone other than those in official capacity (they will ring round parents, relatives, friends)
- try to keep a written record of all relevant facts and preserve any evidence.

5. The person you contact will need to know what has happened and the current situation.

Give your telephone number so that they can call back.

APPENDIX 4

REF NO:

GENERAL RISK  
ASSESSMENT FORM

Department	Location	Assessment Date	Planned Review	Actual Review	Carried Out By
Activity/Situation/Area		By (print)	Date	Date	(signature)
People consulted when making assessment		Signed			
Column 1 Significant Hazards	Column 2 People at Risk from Hazards*	Column 3 Existing Controls	Column 4 Further Action Required to Control Risk	Column 5 Action taken (date)	

\* Note: Remember to include pregnant women, nursing mothers, young people

- Fire Checklist
- Manhandling Checklist
- Stress Checklist
- Workplace Checklist