



Defusing Argumentative Pupils

Identify your frustration and isolate what you think is the root cause of this issue. _____

Students not accepting teaching/TA decisions. Root cause is home life does not set boundaries and so they push against any rules in school.

Who specifically is the target of your initiative?

Year 7: Finn, Lucas S plus others

Where are they at the moment? (Include evidence to support this)

Student comes in annoyed about something; makes a demand - e.g. says needs toilet, needs to go get his report. Gets told NO or WAIT until suitable time in lesson and he will keep nagging away (easily for 30 mins or more) to get you to change your mind. We don't, but it disrupts the learning of those around him until the suitable time arrives (and I think he feels he's got his own way at that point ...)

What are you going to do every lesson to put this strategy into place? _____

Minimise the length of the distractions by just saying NO" and not giving a reason, beyond, perhaps that's the rule. Explanations can only take place once formal teaching from the front has concluded. Don't stand near during formal teaching - to reduce the temptation to engage with me during formal teaching.

Describe the ideal situation - what issue would you not have? _____

Teacher would not have to keep stopping to deal with the noise and interruptions from these students.

Who would benefit from this change? _____

Teacher would feel more effective. All other students will find it easier to focus on the information being given, the whole group will make better progress because they will be making more effective use of the lesson time.

Who will receive the most impact from this change? _____

It would be more efficient; I am having to repeat and clarify teacher instructions to those pupils who haven't (or weren't able to) listen - either because of their own behaviour or that of others.

What evidence will support that you have met your success criteria? _____

He will get less strikes in Music. He will improve his B4L grades in ICT

If you carried on, what would success look like at the end of a term? _____

B4L grades would be 1 or 2 for majority of lessons

Process Evaluation

Have you improved from your starting point?

Difficult to tell given COVID-19

Did the strategy help you solve your problem, and will you recommend it to anyone else?

See above

How far does your evidence support that you have met your success criteria?

Completely absent!

Have you delivered the strategy as you intended?

No

What is the pupils' perceptions of the strategy?

unknown

What had worked well? Why?

I'm calmer

What has not working so well? Why?

COVID-19

Next Steps...

Will you continue to use this strategy? If yes, how? If not, why not?

Yes, re-enforced by the training done on behaviour management

Are you at Utopia? What do you still need to do to get there?

Try again when we re-start.