

Dealing with low level disruption in the classroom

In our school, creating a positive climate for learning is a responsibility shared by SLT, teachers, parents and pupils. SLT in our school are uncompromising in their expectations and do not settle for low standards of behaviour. They are visible in classrooms, corridors, lunch halls and playgrounds. SLT are always at the gate at the start and end of the day.

The stages are followed in the behaviour policy when dealing with all types of behaviour, however, **the following approaches, strategies and ways of managing the children/classroom are used by teaching staff to minimise low level disruption.** They are not mandatory, the teaching staff decide what works for their class and as a professional.

We manage behaviour in a positive way and use the IPC values to support children managing their feelings and expectations and standards of behaviour in and around the school.

Each class follows their class charter, this is decided by all children and staff in each room and is used to monitor and set standards of behaviour in the first instance.

Low level disruption is a category of behaviour in the classroom which hinders the learning of the pupil and other children in the classroom.

- **THIS LIST IS NOT EXHAUSTIVE BUT ILLUSTRATES THE TYPE OF BEHAVIOUR THAT WOULD CONSTITUTE LOW LEVEL DISRUPTION.**

- Calling out
- Not getting on with learning
- Fidgeting or fiddling with equipment
- Purposely making noise to gain attention
- Answering back or questioning instructions
- Swinging on chairs
- Disturbing other children by chatting to them.

1. Visual listening and attention

At Old Oak primary, every class displays and follows the visual listening and attention strategy, where we focus on whole body listening and attention at the start of every session and throughout when this is needed

2. Have a routine

Having a routine in your classroom can help. Children can be uneasy when they do not know what is going to happen in the day. Children need to feel secure in their classroom and with their activities. They like to know what is coming up in their day so if things are going to change give them warning that something different will be happening and explain what to expect

3. Instruction giving and explanations

One of the most common causes of low-level disruption is when students are unsure of exactly what they need to do. This is why concentrating on giving concise and clear explanations (often repeated several times but in different ways) BEFORE students start a given task is always necessary.

4. Seating plans

Seating is probably the most powerful tool, teachers decide on where children sit for different subjects or at different times of the day- this is given a lot of thought so children that may struggle to pay attention or stay focussed are sat in designated seats to support this. Seats can change too and the teacher can decide to move children if they feel the child would focus and learn better seated somewhere else- in the lesson- or as a more permanent fixture from the original seating plan.

5. Vary activities, vary pace and limit 'sitting and listening'

Facing the board or sitting on the carpet, paired and small group learning - activities that involve listening, speaking and talking all help to keep attention maximised. Pace is important in teaching and to change pace regularly. Also, we ensure that children will not sit on the carpet or listen at tables for extended periods of time.

6. Adjust the volume

Lowering our voice can be much more effective. If the volume of your voice is always high, it loses its effect and doesn't help to control the situation.

7. Move around

Our presence is extremely powerful. Staff move around and don't allow the children to become distracted. At the start of the lesson there is a tendency to stand at the front and not move. We talk to them about their task. Give the children deadlines and time reminders. For example, we say: "I'd love to see two more ideas by the time I come back as your ideas are really interesting."

8. Be prepared

Staff prepare resources before they start teaching. It allows them to challenge the children's energy as much as they can. Rustling papers and setting out resources while children wait only encourages low-level disruptions and sets the mood for the lesson.

9. Don't deviate from teaching

There is no need for an excessive response to low-level disruption. We don't interrupt teaching to deal with it. It can be corrected by including the child's name into your explanation, a look or a signal of some sort.

11. Be positive

We deal with low-level disruptions by using positive language. "We sit in our chairs so that our handwriting is beautiful." It doesn't give the child the opportunity to opt out but also sets the expectation.

Further support

If a child is consistently showing low level disruption then we may need to seek advice from the educational psychologist to ascertain the reasons for these behaviours. SLT will always be made aware of children exhibiting these types of behaviour regularly.

The ELSA intervention is use at times to support these children.

Task Planners are used to support children who need clear/concise instructions.