

# Why We Do What We Do

## DISRUPTION FREE LEARNING

### THE SCIENCE:

Regardless of the nature of disruptive behaviour, studies have shown that low-level disruption in classrooms results in:

- Lost instructional time (up to 50%, in some studies)
- Lowered academic achievement for the disruptive student and **other students in the same class**

OFSTED research indicates that:

- Students in England are losing up to **38 days** of learning each year because of low level disruption, including **talking, calling out, not bringing the right equipment, being slow to follow instructions and mobile phones.**
- Many teachers in England now accept low level disruption as part of everyday life in the classroom.
- More than 80% of parents surveyed wanted schools wanted a formal, structured environment that gives their children clear boundaries for their behaviour.
- In the best schools, teachers have **high expectations of behaviour** and are consistent in dealing with low level disruption.

Further studies have indicated that, for a positive learning environment, the **ratio of praise to sanctions** should be about 4:1.

### THEREFORE:

We have **high expectations of behaviour** so that teachers can teach and all students have the opportunity to learn and make progress.

For most students, our system of **praise and rewards** recognises and encourages positive learning behaviours without the need for sanctions (on average, 83% of behaviour points awarded are positive).

For some, **Final Warnings** are used to make clear to students that their behaviour is not meeting the Academy's expectations and their behaviour is disrupting their own, as well as others', learning.

If students continue to disrupt the learning of others, they are placed in **Seclusion**; this allows other students to continue to learn in a disruption-free environment.