

be flexible. They must differ their methods when needed and tailor them for individuals or groups who may become disengaged. Teachers must be alert for signs of this so they can quickly adjust lessons so students maintain interest.

In Sheffield University's study on the disengagement of students in science, they found that students had become immensely more engaged when carrying out experiments and other forms of practical work. When undertaking tasks such as this, they were happy to be in class and enjoyed the subject. Psychics, which had fewer experiments, showed the least levels of enjoyment whilst biology had substantially more. However, they did mention that this could also be because it had more relevance to daily life as nature was all around them. The NIACE found in their 2015 that learners particularly interacted and engaged in maths and English lessons when they were practical and interactive and were related to real-life experiences. They suggested that classes are made as interactive as people as to engage students.

Many studies, such as Ofsted's study on engaging students (2008), three NFER studies on engaging students (2010, 2011, 2012), Sheffield University's study on the disengagement of students in science, and the NIACE's similar study in maths and English, there was a trend. Small class sizes. If class sizes are small, they enable teachers to engage and support all students in class. It provides fewer opportunities for students to be left behind and, in turn, act out. They are perceived by everyone, especially learners, to be most effective.

V. BEHAVIORAL AND LEARNING SUPPORT

The Tunmarsh Pupil Referral Unit has, on site, around 60 students aged 11-16 for whom they care. Pupil referral units such as this are essential to re-engaging students in education. In the case of Tunmarsh, some of their students have been permanently excluded from school or are risk of exclusion for a number of reasons. They act as an interim school, where students usually spend two terms before they return to a newly allocated mainstream term. These types of referral units ensure that students are not forgotten about and provide the opportunity for students to develop themselves so they can return and be productive students. Some students stay on with Tunmarsh to undertake their GCSEs and other vocational course qualifications such as NVQs. Of the schools Ofsted looked at in 2008, the most successful at rehabilitating pupils were those with dedicated support areas. They may be offices, or separate classrooms, and would often hold workshops and meetings for students who required them. The students who were interviewed in these schools had all said that the key point to their re-engagement was the support staff who they had said had helped and listened to them. Support staff are key members of any school. In a class of 30, in the middle of a lesson, a teacher may not have the time required to deal with issues that arise. The schools had allocated offices, or separate classrooms, and would often hold workshops and meetings for students who required them. The students who were interviewed in these schools had all said that the key point to their re-engagement was the support staff who they had said had helped and listened to them. Support staff are key members of any school. In a class of 30, in the middle of a

lesson, a teacher may not have the time required to deal with issues that may arise. In these instances, it would be the job of the support staff to remove the affected students and to help them deal with the issue until they could return to class. Schools which had fewer behavioural issues, often had more support staff (Ofsted, 2008). The National Learner Satisfaction Survey also found, in 2011, that support staff were usually more impartial than teachers which helped to diffuse conflict. Students who believe they are given a fair chance are more likely so stay engaged in education.

VI. CONCLUSION

Engaging all students is one of the most important things the education sector faces today. The smallest interactions can make such a defining difference. Providing one-to-one support with students gives them motivation, makes them feel like they're mature adults whom teachers and staff respect, and encourages them to learn. Offering extra courses to those who may benefit from it and provide opportunities which could really change their life are of paramount importance. Students can truly discover who they are and who they want to be and start off in a positive direction. Ensuring flexibility and positive atmospheres in classrooms is something all teachers should be doing. For many NEETs, school can be an escape from complicated home-life, and classrooms should reflect that. As a final note, this is no magic trick to fix this problem, and every student, in every school, in every area is different, but many of these techniques to aid with re-engaging students are not huge or off-putting. There is no reason why schools should not be trying to deal with this problem.

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