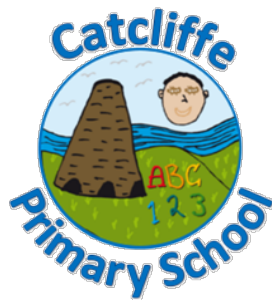




LEARNERS' Trust

Behaviour Policy

Catcliffe Primary School



To inspire, we aspire
To lead, we are responsible
To understand, we embrace diversity

Monitoring and Review

This policy is reviewed annually by the Board of Trustees of The LEARNERS' Trust. Any changes made to this policy by the Board of Trustees will be communicated to all members of staff.

All members of staff are required to familiarise themselves with all processes and procedures outlined in this policy as part of their induction programme.

The next scheduled review date for this policy is November 2025.

Mrs J Singh	Headteacher	09/ 2024
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Statement of Intent

Schools within the LEARNERS' Trust believe that, in order to facilitate teaching and learning, acceptable behaviour must be demonstrated in all aspects of school life.

The school is committed to:

- Promoting desired behaviour
- Promoting self-esteem, self-discipline, proper regard for authority, and positive relationships based on mutual respect
- Ensuring equality and fair treatment for all
- Praising and rewarding good behaviour
- Challenging and improving unacceptable behaviour
- Providing a safe environment, free from disruption, violence, discrimination, bullying and any form of harassment
- Encouraging positive relationships with parents/carers
- Developing positive relationships with our pupils to enable early intervention
- A shared approach which involves pupils in the implementation of the school's policy and associated procedures
- Promoting a culture of praise and encouragement in which all pupils can achieve

Legal Framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Education Act 1996
- Education Act 2002
- Education and Inspections Act 2006
- Health Act 2006
- The School Information (England) Regulations 2008
- Equality Act 2010
- Voyeurism (Offences) Act 2019
- DfE (2013) 'Use of reasonable force'
- DfE (2015) 'Special educational needs and disability code of practice: 0 to 25 years'
- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2024) 'Behaviour in schools: Advice for headteachers and school staff'
- DfE (2023) 'Keeping children safe in education 2023'
- DfE (2022) 'Searching, Screening and Confiscation: Advice for schools'
- DfE (2023) 'Suspension and Permanent Exclusion from maintained schools, academies and pupil referral units in England, including pupil movement'
- DfE (2024) 'Mobile phones in schools'
- [New] DfE (2024) 'Creating a school behaviour culture: audit and action planning tools'

[Updated] This policy operates in conjunction with the following school policies:

- Pupil Code of Conduct
- Social, Emotional and Mental Health (SEMH) Policy
- Complaints Procedures Policy
- Special Educational Needs and Disabilities (SEND) Policy
- Suspension and Exclusion Policy
- Physical Intervention Policy
- Child-on-child Abuse Policy
- Child Protection and Safeguarding Policy
- Smoke-free Policy
- Pupil Drug and Alcohol Policy
- Searching, Screening and Confiscation Policy
- Anti-bullying Policy
- Pupils' Personal Electronic Devices Policy
- [New] Behaviour Action Plan

Roles and Responsibilities

The governing board (Trustees) has overall responsibility for:

- The implementation of this Behavioural Policy and of the behaviour procedures at the school.
- Ensuring that this policy, as written, does not discriminate on any grounds, including, but not limited to, ethnicity/national origin, culture, religion, gender, disability or sexual orientation.
- Handling complaints regarding this policy, as outlined in the school's Complaints Policy.

The headteacher is responsible for:

- The monitoring and implementation of this policy and of the behaviour procedures at the school. This includes monitoring the policy's effectiveness in addressing any SEMH-related drivers of poor behaviour.
- Establishing high expectations of pupils' conduct and behaviour, and implementing measures to achieve this.
- Determining the school rules and any disciplinary sanctions for breaking the rules.
- The day-to-day implementation of this policy.
- Publishing this policy and making it available to staff, parents/carers and pupils at least once a year.
- Handling complaints regarding this policy, as outlined in the school's Complaints Procedures Policy.
- Ensuring this policy is published on the school website.

[Updated] Teaching staff will be responsible for:

- Planning and reviewing support for pupils with behavioural difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Aiming to teach all pupils the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with behavioural difficulties will be able to study the full national curriculum.
- Teaching and modelling expected behaviour and positive relationships, demonstrating good habits.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Not tolerating disruption and taking proportionate action to restore acceptable standards of behaviour.
- [New] Developing effective communications with parents, ensuring that they feel included in their child's educational experiences.

All members of staff, volunteers and support staff are responsible for:

- Adhering to this policy and ensuring that all pupils do too.
- Promoting a supportive and high-quality learning environment, and for modelling high levels of behaviour.
- As authorised by the headteacher, punishing pupils who display poor levels of behaviour. This responsibility includes the power to discipline pupils even when they are not in school or in the charge of a member of staff.

- [New] Developing supportive, respectful, and trustworthy relationships with each other.

Pupils are responsible for:

- Their own behaviour both inside school and out in the wider community.
- Reporting any unacceptable behaviour to a member of staff.

Parents are responsible for:

- The behaviour of their child(ren) inside and outside of school.

Definitions

For the purpose of this policy, the school defines “unacceptable behaviour” as any behaviour which may cause harm to oneself or others, damage the reputation of the school within the wider community, and/or any illegal behaviour, including, but not limited to, the following:

General Conduct

- Pupils should be respectful to all members of the school community and to all visitors to the school (kind words, kind hand and kind feet).
- Pupils should not behave in a vexatious manner – deliberately acting in a manner to cause annoyance or irritation.
- Pupils must not spit.
- Pupils must not fight or behave aggressively.
- Pupils must not answer back or argue with members of staff in a disrespectful manner (kind words).
- Pupils must not be rude when talking with members of staff, they should not keep their hands in pockets when talking to an adult (respect).
- Pupils must not run around the building or move in an unsafe way. Pupils should move around the school in a quiet and orderly manner (3 miles per hour).
- Pupils must not swear or use offensive language (kind words).
- Pupils must not be late for lessons, attending all lessons and other school activities punctually (ready).
- Pupils must not damage or disfigure the school premises, either inside or outside the buildings (respect).
- Pupils must not discriminate giving equal respect to an individual on the basis of disability, gender, race, religion, age, sexuality and/or marital status.
- Pupils must not harass – behaviour towards others which is unwanted, offensive and affects the dignity of the individual or group of individuals.
- Pupils must not bully – a type of harassment which involves criticism, personal abuse or persistent actions which humiliate, intimidate, frighten or demean the individual several times on purpose.
- Pupils must not engage in cyberbullying – the use of electronic communication to bully a person, typically by sending messages of an intimidating or threatening nature.
- Pupils must not smoke, drink alcohol, take drugs or gamble. This includes the times when pupils are travelling to and from school.
- Pupils must not engage in public displays of affection.

In the classroom

- Pupils must not be disrespectful, argumentative, rude, confrontational or intimidating.
- Pupils must not answer back to members of staff.
- Pupils must complete tasks set by the member of staff in charge.
- Pupils must work with other pupils as organised by the member of staff in charge.
- Pupils must not disrupt a class, making it difficult for others to learn.
- Pupils must not leave the classroom or school premises without permission.
- Pupils must not disobey a reasonable request from a member of staff.
- Pupils must not intimidate other pupils.
- Pupils must not lie to members of staff.

Appearance

- The school uniform, detailed separately, is compulsory.
- No jewellery rings, or any other earrings than one stud in each ear are to be worn at any time in school.
- Make-up and false nails are not allowed.
- Pupils are reminded that they are representatives of the school.

Property

- Pupils are responsible for their own belongings.
- Exercise books, planners, textbooks, electronic equipment, stationery and folders issued by the school remain the property of the school and should be treated as such.
- Pupils are responsible for replacing lost or damaged school property.
- P.E. is a compulsory part of the curriculum and pupils must attend with appropriate kit at every lesson.

Mobile Technology

- The school accepts that personal mobile phones are often given to pupils by their parents to ensure their safety and personal security.
- Parents/carers should be aware if their child takes a mobile phone to school.
- The school accepts no responsibility for replacing lost, stolen or damaged mobile devices either at school, or travelling to and from school.

Acceptable Use

- Mobile phones should be handed to the class teacher for safekeeping during the school day.
- Mobile phones should not be used in any manner or place that is disruptive to the normal routine of the school.
- Pupils are responsible for protecting their own personal information including their phone number.

Non-compliance

Failure to comply with the school's Code of Conduct will lead to sanctions as detailed in the school's behavioural policy.

Training of Staff

The school recognises that early intervention can prevent unacceptable behaviour. As such, members of staff will receive training in identifying problems before they escalate; this can be behavioural problems in the classroom or during breaks/lunchtime.

- Teachers and support staff will receive training on this policy as part of their new starter induction.
- Teachers and support staff will receive regular and ongoing training as part of their development.

Pupil Expectations

Pupils will be expected to follow the LEARNERS' Code of Conduct (see Appendix 1) which requires pupils to:

- Listen to others
- Empathise with others
- Have positive attitude
- Show respectful behaviour
- Keep themselves, their work and the environment neat
- Have high levels of effort (including homework)
- Be ready for learning

Rewarding Good Behaviour

The school recognises that pupils should be rewarded for their display of good learning behaviours and mature attitudes.

The school will use the following rewards for displaying good behaviour:

- Moving up the LEARNERS' Code
- Verbal praise
- Extrinsic rewards
- Headteacher awards
- Prizes
- Stickers
- End of term rewards (LEARNER Day)

Consequences for poor behaviour

- All school staff can discipline pupils whose behaviour falls below the established Code of Conduct at the school.
- If a pupil misbehaves, breaks a school rule, or fails to follow instructions issued by a member of staff, the teacher can put a consequence in place for the pupil for their poor behaviour.

In order for the consequence to be lawful, the school will ensure that:

- The decision to put a consequence in place for a pupil is made by a paid member of school staff, or a member of staff authorised to do so by the headteacher.
- The decision to put a consequence in place for a pupil is made on the school premises or whilst the pupil is under the charge of a member of staff, such as during an educational trip/visit.

- The decision to put a consequence in place for a pupil is reasonable and will not discriminate on any grounds, such as disability, race, special educational needs – as per the Equality Act 2010 in respect of safeguarding pupils with special educational needs, and any other equality rights.
- The school will ensure that all consequences are reasonable in all circumstances, and will take into account the pupil's age, religious requirements and any special educational needs or disabilities.
- The headteacher may delegate the power to put consequences in place for poor behaviour to volunteers, such as parents/carers who assist during an educational visit/trip.
- The headteacher may limit the power to put consequences in place for poor behaviour from individual members of staff.

Behaviour off school premises

- Teachers are able to put consequences in place for pupils for misbehaviour outside of the school premises.
- Teachers may discipline pupils for misbehaviour off the school premises when the pupil is:
 - Wearing school uniform
 - Travelling to or from school
 - Taking part in any school-related activity
 - In any way identifiable as being a pupil at the school

Teachers may also discipline pupils for misbehaviour off the school premises that, irrespective of the above:

- Could negatively affect the reputation of the school.
- Could pose a threat to another pupil, a member of staff at the school, or a member of the public.
- Could disrupt the orderly running of the school.
- Any bullying witnessed outside of the school premises and reported to a member of staff, will be dealt with in accordance with the school's Anti-bullying Policy.
- The school will impose the same behaviour sanctions for bullying incidents and non-criminal poor behaviour which is witnessed outside of the school premises, as would be imposed for the same behaviour conducted on school premises.
- In all cases of misbehaviour outside of the school premises, teachers will only impose any behaviour sanctions once the pupil has returned to the school premises or when under the supervision of a member of staff.

Behaviour and Sanctions

- At Schools within the LEARNERS' Trust there is no corporal punishment.
- Where pupils display aggressive and/or threatening behaviour, or illegal activity discovered, the school will not hesitate to use legal powers.
- Any pupil, staff member or visitor displaying aggressive and/or threatening behaviour will be removed from the premises.

There are clear guidelines for staff on how to respond to poor behaviour through the use of legal frameworks, Restorative Practice and the LEARNERS' Code:

- In the first instance, the member of staff will tell the pupil to stop the behaviour, explaining to the pupil why their behaviour is unacceptable.
- If the pupil does not stop immediately, the member of staff will give a second warning and opportunity to reflect.
- If the pupil continues to behave in an unacceptable manner, the member of staff will inform the pupil that if they continue, they will remove the pupil from the classroom.
- If the pupil continues the behaviour, they will make a formal record of the incident and the pupil will be removed from the classroom and may issue another sanction.
- Sanctions will be dependent on the seriousness of the misdemeanour.
- If a pupil is sent to another classroom/isolation, misses break/lunchtime the member of staff will contact the pupil's parent/carer to advise them of this and may invite them to discuss their child's behaviour.
- If a pupil misbehaves on the playground, the same process will be followed and the pupil will be sent inside to spend the rest of their break/lunchtime indoors, after receiving a final warning.
- Any pupils that are sent indoors will be supervised by a member of staff at all times.

The school has a range of disciplinary measures which can be used, including, but not limited to, the following:

- Giving a verbal warning
- Providing extra work or repeating unsatisfactory work until it meets the required standard
- Taking away privileges, e.g. not being able to use break out areas at break/lunchtime
- Missing break/lunchtime
- Implementation of behaviour flow chart
- Placing the pupil on report for monitoring
- Excluding the pupil either temporarily or permanently, in extreme cases

Whilst responding to incidents:

- Members of staff will use their judgement when issuing sanctions, taking into account whether they believe the pupil's behaviour was intentional, especially if it is the first time the pupil has displayed this behaviour.
- At all times, members of staff will discuss the behaviour with the pupil to ensure the pupil understands why it is inappropriate and to prevent any reoccurring behaviour.
- Any member of staff who witnesses a display of unacceptable behaviour, or who issues any sanction to a pupil, must report this to the headteacher using CPOMs.
- The headteacher will keep a record of all reported incidents.

- The school does not take serious unacceptable behaviour lightly, and will not hesitate to act in the best interest of the pupils within the school.
- Following an allegation of serious unacceptable behaviour, the pupil will be placed in isolation whilst an investigation takes place.
- If, following an investigation, the allegation is found to be true, the headteacher will issue the appropriate disciplinary action.
- Any decision made to exclude a pupil will only be done so by the headteacher in accordance with the school's Exclusion Policy.
- All bullying incidents will be dealt with in accordance with the procedures outlined in the school's Anti-bullying Policy.
- Any allegations made against a member of staff's behaviour and misconduct will be dealt with in accordance with the school's Allegations Against Staff Policy.
- The school will consider whether the behaviour displayed by the pupil gives reason to suspect that the pupil is suffering, or is likely to suffer, significant harm. In these instances, the procedures outlined in the school's Child Protection and Safeguarding Policy will be followed.
- The school will also consider whether the displayed behaviour is an indicator that the pupil's educational, or other, needs are not being met. In this instance, the school will consider whether a multi-agency assessment of the pupil's behaviour would be beneficial.

Quiet/ Isolation rooms

- The school may decide to move pupils to a separate room away from other pupils for a limited period – these are known as isolation rooms.
- The school will only move pupils to isolation rooms where absolutely necessary.
- The school will ensure that pupil's health and safety is not compromised during their time in the isolation room, and that any additional requirements, such as special educational needs, are met.
- The amount of time that a pupil spends in the isolation room is up to the school to decide. This could be for more than one school day.
- The school will ensure that the pupil is not kept in isolation any longer than necessary.
- The staff member in charge and supervising the pupil will decide what the pupil may and may not do during their time spent in isolation.
- The headteacher will request that the pupil's class teacher(s) sets them appropriate work to complete.
- Pupils are permitted to eat during the allocated times of the school day and may use the toilet as required.

Items banned from the school premises

Fire lighting equipment:

- Matches, lighters, etc.

Drugs and smoking equipment:

- Cigarettes
- Tobacco
- Cigarette papers
- Electronic cigarettes (e-cigs)
- Alcohol
- Solvents
- Any form of illegal drugs
- Any other drugs, except medicines covered by the prescribed medicines procedure

Weapons and other dangerous implements or substances:

- Knives
- Razors
- Catapults
- Guns (including replicas and BB guns)
- Laser pens
- Knuckle dusters and studded arm bands
- Whips or similar items
- Pepper sprays and gas canisters
- Fireworks
- Dangerous chemicals

Other items:

- Liquid correction fluid
- Chewing gum
- Caffeinated energy drinks
- Offensive materials (i.e. pornographic, homophobic, racist etc.)
- Aerosols including deodorant and hair spray

Confiscation of inappropriate items

- All members of staff are able to use their power to search without consent for banned items mentioned in this policy.
- Searches will be conducted by a same-sex member of staff, with another same-sex staff member as a witness, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.
- Staff members may instruct a pupil to remove outer clothing, including hats, scarves and coats.
- A pupil's possessions will only be searched in the presence of the pupil and another member of staff, unless there is a risk that serious harm will be caused to any person(s) if the search is not done immediately, and it is not practicable to summon another member of staff.

- A staff member carrying out a search can confiscate anything upon which they have reasonable grounds to suspect is a prohibited item.
- The school is not liable for any damage to, or loss of, any confiscated item.
- The police will be contacted if any weapons, knives, illegal substances and extreme or child pornography are discovered by a member of staff.
- For all other items, it is at the discretion of the member of staff to decide if, and when, an item will be returned to a pupil.
- Parents/carers will be informed of any confiscated item and may be required to collect the item (unless the item relates to alcohol, illegal drugs or tobacco), from the school office.
- The headteacher will always be notified when any item is confiscated.

Use of reasonable force

Members of staff are able to use reasonable force to prevent pupils from committing an offence, injuring themselves or others, or damaging property.

Members of staff are also able to use reasonable force in order to maintain good order and discipline in the classroom.

The headteacher and other authorised members of staff are able to use reasonable force when conducting a search without consent for certain prohibited items, including the following:

- Knives
- Weapons
- Illegal drugs
- Stolen items
- Tobacco and cigarette papers
- Fireworks
- Pornographic images
- Any articles that have been used, or could be used, to commit an offence or harm

Though members of staff are able to search for all of the banned items listed in this policy, reasonable force will only be used, if necessary, to search for the items listed above.

Outside school and the wider community

Pupils at the school must agree to represent the school in a positive manner.

The guidance laid out in the Code of Conduct applies both inside school and out in the wider community, particularly if the pupil is dressed in school uniform.

Complaints from members of the public about unacceptable behaviour by pupils at the school are taken very seriously and will be dealt with in accordance with the Complaints Procedure Policy.

Our Responses

1. Dealing with Unacceptable Behaviour

What do we do differently?

The school adopts a restorative practice approach.

Authoritarian Approaches <i>The focus is on:</i>	Restorative Approaches <i>The focus is on:</i>
Rule-breaking	Harm done to individuals
Blame or guilt	Responsibility and problem-solving
Adversarial processes	Dialogue and negotiation
Punishment to deter	Repair, apology and reparation
Impersonal processes	Interpersonal processes
<i>and, as a result;</i>	<i>and, as a result;</i>
The needs of those affected are often ignored	The needs of those affected are addressed
The unmet needs behind the behaviour are ignored	The unmet needs behind the behaviour are addressed
Accountability = being punished	Accountability = putting things right

Alongside this, we aim to help those children who struggle with behaviour because of their social and emotional needs.

How does this fit with the school behaviour policy?

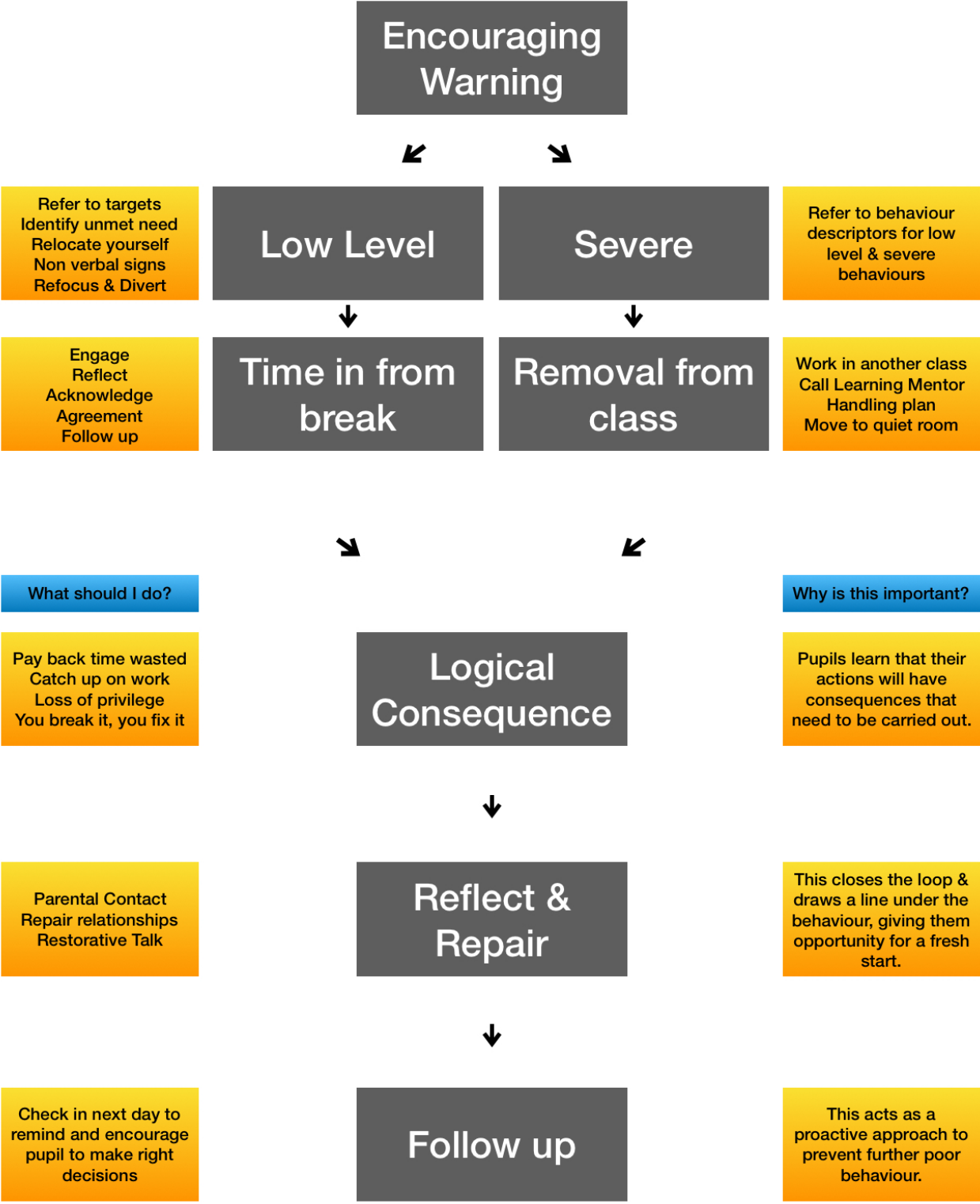
In line with our behaviour policy, children are given a warning and a chance to put things right before any LEARNER band is lost. For most children, this is enough for them to see that they are not learning to their full potential and are able to put right their mistake.

For those children who continue to hurt their own or other children's learning, we offer them an opportunity to reflect on that mistake with a trained professional. They have a quiet place in which they can put things right which we call LEARNER HQ.

What happens in LEARNER HQ?

Like with all aspects of school life, this is not one answer that will work all the time with all children. For this reason, we have a menu of options for the adult to pick from. All the ideas in the menu are what we consider to be best practice. It is the responsibility of the adult to choose appropriate activities to fit the children's needs and quantity of children in LEARNER HQ.

2. Flowchart of Responses: Classroom Approach



3. Restorative Practice

Menu of Restorative Options

1-1 Restorative Practice

Work 1-1 with a child to fill out the restorative practice rubric. Whilst you are working 1-1, you must ensure that the other children have relevant and engaging busy tasks. Once the rubric has been filled out, move on to another 1-1.



Circle Restorative Practice

Similar to a circle time, but the focus is on the circle answering the restorative practice questions about their own or another child's mistake.



Peer Mentor Restorative Practice

By training some Gold LEARNERS, the adult can increase the number of 1-1 restorative practice rubric being completed.



Independent Restorative Practice

Children who are able to fill out the restorative practice rubric independently can do so.



Busy Tasks

If a child's mistake has hurt their learning and they have something they need to catch up on, this can be completed during restoration time. If no work is sent, they can busy themselves with reading, spelling word searches, times table activities etc. This should only fill the time until an adult or mentor is available to complete another task with them.



Circle Time Activities/ Cards

Sit the children in a circle either on the floor or on chairs. The adult or another child selects an activity or card and reads it out. The children then take turns in completing the activity, sentence or answering the question. All children must listen to what is being shared. At any point, the circle can be paused, and a child can be asked to comment on another child's response.



1-1/Small Group LEARNER Reflection

Children rehearse a LEARNER apology with assistance from the adult. The child should find the adult at a convenient time and say their apology.



Mentored LEARNER Reflection

By training some Gold LEARNERS, the adult can increase the number of LEARNER apologies being completed.



4. Restorative Conversations



5. Flowchart of Responses: School Approach

	Sanction	Who?	Communication	Support
	First Warning	Teacher	CPOMS	<ul style="list-style-type: none"> Restorative conversation with pupil
	Second Warning	Pupil, Teacher	CPOMS	<ul style="list-style-type: none"> In-class support implemented
	Third Warning Review of LEARNER status	Pupil, Teacher & Learning Mentor	Internal meeting, phone call home	<ul style="list-style-type: none"> Staff to target support during targeted lessons
	Behaviour Target Card	Pupil, Teacher, Learning Mentor & Parent.	Meeting with parents to agree targets. Target card Seesawed home each day.	<ul style="list-style-type: none"> Staff to target support throughout the day
	Behaviour Intervention		Meeting with parents, intervention evidence put on CPOMS	<ul style="list-style-type: none"> Weekly intervention with Learning Mentor. Referrals considered
	Fixed-Term Exclusion	Headteacher/Exec Head	Letter issued; reintegration meeting scheduled.	<ul style="list-style-type: none"> 1:1 Support
	Permanent Exclusion			

These are the escalation levels that pupils, parents and staff refer to when responding to and supporting behaviour. Everybody has a role to play in this. The headteacher will be involved throughout this whole process.

6. Monitoring & Evaluation

Every Term			
Who	Headteacher / Deputy	Behaviour Lead	Governors
Focus	<u>Exclusions</u> Pupil Name: Term of Exclusion: What were the triggers leading to the exclusion? Could the exclusion have been avoided? Next steps:		<u>CPOMS Analysis</u> Incidents trend throughout the year for whole school. LEARNER Code trend throughout the year for whole school. What changes need making? Key questions from governors
Every Half-Term			
Who	Headteacher / Deputy	Behaviour Lead	Learning Mentor
Focus	<u>Exclusions</u> Pupil Name: Term of Exclusion: What were the triggers leading to the exclusion? Could the exclusion have been avoided? Next steps:		<u>Pupil Review: Behaviour Interventions</u> Pupil Name: Development focus? What work has been done? Are the adults in the class communicating target card through Seesaw?
	<u>CPOMS Analysis</u> Incidents trend throughout the half term. LEARNER Code trend throughout the half term. Are there any individuals that need behaviour interventions? Are there any individuals that need personal development workshops?		<u>Pupil Review: Personal Development Workshops</u> Pupil Name: Development Focus? What work has been done? Is support still required? Yes / No
Every Week			
Who	Behaviour Lead		Learning Mentor
Focus	<u>CPOMS Analysis</u> <ul style="list-style-type: none"> • Has there been any exclusions/major incidents this week? • Have the interventions been happening this week? Can we see one on CPOMS? • How is the in-class support going? Can we share a success story? • Are there any new behaviour concerns that have come to attention through CPOMS this week? • Next steps ... 		

Our behaviour systems are continuously monitored and evaluated to ensure that they still meet the needs of our pupils.

Induction to Behaviour

1. The LEARNER Code

This is the LEARNER Code.
These are our core values.

L	E	A	R	N	E	R
I am a reflective listener and respond appropriately (I disagree because ...)	I repair how my actions have affected others and help others to do the same	I am curious and have a hunger to learn	I have high expectations of myself and support others to do the same	I encourage others to be neat in their learning and tidy around school	I model outstanding effort and encourage others to do the same	I help to organise my group. I support adults in organising the classroom
I am an active listener and respond appropriately (Can you tell me more about ...)	I reflect how other people's actions affect me. I reflect how my actions affect others	I find pleasure and enjoyment in my learning	I understand that respect is a two-way process and accept other people have a right to a different opinion	I help to keep the school tidy. I take pride in the presentation of my learning	I challenge myself to achieve the next steps in learning	I support peers to be ready. I choose my own resources to support my learning
I maintain attention when listening to others	I recognise how other people's actions affect me. I recognise how my actions affect others	I know what motivates me and how I learn best	I show and maintain appropriate behaviour and relationships with everyone	I am working to improve the neatness of my learning. I help keep my classroom tidy	I always complete all of my learning to the best of my ability	I follow the routine of the day to be in the right place, at the right time, with the correct resources
I can stop, look and listen to the person speaking	I recognise my own feelings and how others feel	I have a positive attitude and talk about my aspirations	I will have kind hands, feet and words. I will say please and thank you	I move around the school at 3mph and use my LEARNER voice. I choose it, use it and put it away.	I have a can do attitude and try my best. I work on my targets at other times	I am in the right place, at the right time, with the correct resources
Listening	Empathy	Attitude	Respect	Neat	Effort	Ready

All staff refer to the seven LEARNER behaviours when praising and reminding/encouraging pupils.

LEARNERS can move up the LEARNER Code and become a **bronze**, **silver** or **gold** LEARNER.

When a LEARNER shows sustained behaviours that are in line with the LEARNER Code descriptors, adults can award

pupils their next band & certificate in Friday's celebration assembly.

2. Leading LEARNER Award

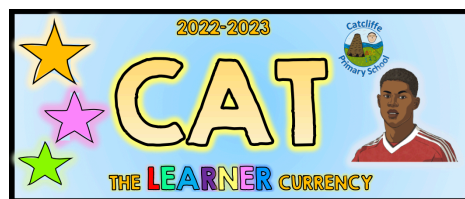
Each week, the adults in the class will choose an outstanding LEARNER who has shown exceptional learning in lessons and within the LEARNER Code.

These are presented by the headteacher every Friday during celebration assembly.

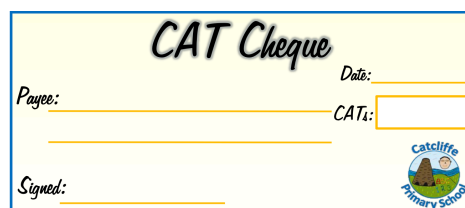


3. CAT Tokens & Brainsbury's

CAT Tokens are awarded to LEARNERs for meeting targets/making progress in learning. They are given for PEE answers, exceptional questions and creative thinking. They are not awarded for showing good behaviour.



LEARNERs should aim to earn a minimum of five-a-day: Tribe, Book Club, English, Maths and Curriculum learning.



LEARNERs can bank CAT tokens into their CAT bank account during Tribe. CAT Tokens should be regularly banked to ensure that children are earning them appropriately.

Every now and then, LEARNERs may want to make a withdrawal, so they can purchase items at Brainsbury's.

When LEARNERS want to withdraw CATs, they will be given a cheque, which is signed and dated with their full name on it.

Cheque withdrawals are done in Tribe on a Tuesday and Thursday when Brainsbury's is open.

4. Recording Incidents on CPOMS

We use CPOMS to record safeguarding concerns, behaviour incidents and everything else!

Behaviour incidents are split into low level (yellow) & severe (red), and they are linked to the LEARNER Code.

Listen	Empathy	Attitude	Respect	Neat	Effort	Ready
Talking instead of listening	Stealing	Explosive reactions (slamming & throwing)	Physical abuse (staff)	Vandalism	Talking instead of working	No LEARNER Band
Undue noise	Fighting	Failure to complete consequences	Physical abuse (pupil)	Littering	Lack of homework	No or incorrect uniform
Not stopping, looking & listening	Friendship argument	Absconding	Swearing, spitting & offensive language	Running in the corridor	Inappropriate use of iPad	Lack of equipment
	Defaming pupils or staff	Gaining attention	Damaging equipment or property	Ripping up or scribbling on work	Refusal to do work	No PE kit
	Threatening others	Lying	Discrimination		Laziness in lessons	Incorrect equipment (toys)
	Excluding others from activities & games	Shrugging shoulders & eye rolls	Rudeness towards staff			Messing around in cloakrooms
	Making fun of others	Distracting others	Rudeness towards pupil			Late to lessons
		Turning around in seats	Refusing to follow instructions			
			Questioning instructions			

We use data gathered from CPOMS to form our behaviour reports, and direct targeted support.

It is vital that behaviour incidents are recorded correctly to give us the most accurate picture of behaviour across the school.

Follow these guidelines when recording an incident:

The image shows a screenshot of the CPOMS incident recording form with several fields highlighted in different colors and annotated with callout boxes. The callouts provide instructions on how to use the form correctly.

- Incident:** Record the context of the incident here.
- Categories:** Tick just one category. Refer to the descriptors if needed.
- Behaviour Subcategories:** Choose the time and location from the drop-down menu.
- Severity:** The descriptors show low-level behaviours in yellow, and severe in red.
- Linked student(s):** This is not for affected pupils. Only link the pupils who have made the wrong decisions.
- Date/Time:** You don't need to change this – even if it's 3am!

The form fields and their corresponding callout boxes are:

- Incident:** A large text area for recording the context of the incident.
- Categories:** A row of radio buttons for selecting a category: Admin, Attendance, Behaviour (checked), Inclusion, Safeguarding.
- Behaviour Subcategories:** A row of radio buttons for selecting a subcategory: 1. Listen, 2. Empathy, 3. Attitude, 4. Respect, 5. Neat, 6. Effort, 7. Ready, Behaviour Meeting with Parents, Out of School Incident, Out of School Social Media Incident, Parental Concern - Behaviour, Physical Intervention.
- Time and Location of Incident:** A dropdown menu with "Breakfast Club" selected.
- Severity:** A dropdown menu for selecting the most relevant option for this behaviour incident.
- Linked student(s):** A dropdown menu with "Begin typing a student's name" selected.
- Date/Time:** A date field showing "Wed 04 March 2020" and a time field showing "7:36AM".

Color-coded callout boxes at the top provide additional context:

- Green:** Refer to the descriptors if you're unsure where the behaviour falls in the LEARNER Code.
- Purple:** These are arranged by adults to discuss pupils' behaviour.
- Red:** This is all & any concerns raised by a parent.
- Blue:** This is for all & any incidents that have occurred out of school.
- Yellow:** This is for all & any incidents to do with social media out of school.

5. Our Explicit Expectations



LEARNER Voice

All LEARNERs and staff must use their LEARNER voices. This is about speaking at an appropriate volume, using kind words, and ensuring that their voices, body language and facial expressions are respectful and considerate of others.



Stop. Take everything out of your hands. Look. Listen

This is the generic phrase used by teachers to bring the class back together. You can make your own up as long as the principles behind Signal Pause Insist from Teaching Walkthrus have been considered.



No waiting in corridors

At the end of sessions, play times, lunch times or assemblies, adults should be in class waiting for their pupils so they don't line up in the middle of the corridor as this can open up an opportunity for poor behaviour.



iPads

If a LEARNER is found to be misusing the iPad, or playing on non-learning games, then their iPad goes away for the rest of the day.



No monster play when wet

Our LEARNERs should know that it is unsafe to play on the Monster Play when it is wet.



Hoodies/Hats

No LEARNER should be wearing hoodies or hats in the school building.



PE Kit

Each class should have a small selection of lost property PE Kit that can be used if pupils don't have their PE Kit. This can be



Our Explicit Expectations



Lost Equipment/Bands

The cost for each lost piece of equipment or LEARNER band is 5 Dracos.



End of the day routine

Ensure your class have lined up inside the classroom and are calm and ready to walk up the corridor. All LEARNERs must notify you or your class partner that they have seen their adult.



Swinging on chairs

All pupils must not swing on chairs. If they are caught, a reminder is given. If they swing on their chair again, they will spend time with you at break learning how to sit properly and safely.



Coming in off the yard

When moving from the yard into school. Our LEARNERs should know to do this calmly, sensibly and safely. They will use the ramp to access school and calm themselves down ready for learning.

6. Frequently Asked Questions

1. What do I do if I ask children to stop what they are doing, take everything out of their hands and look this way and a child chooses to carry on working?

Wait for the child and remind them that they are breaking the Listen part of the LEARNER code and this is their warning. If they choose to carry on after that take some of their break time for the time wasted.

2. What do I do if a child is too noisy in class and causing disruption to others?

Remind them that they need to use their LEARNER voice and if this continues explain that they will need to pay back time at break time for the disruption they have caused and may lose a sticker on their listen part of the LEARNER Code.

3. What do I do if children are messing in the line on the way to assembly?

Sort a line order so that characters are kept away from one another in the line.

4. What do I do if children choose to talk over me?

Explain that if they continue to break the Respect part of the LEARNER Code, they will spend some of their break time with you and make sure you keep to this.

5. What if children choose to speak to me in a disrespectful manner?

Explain why it is disrespectful, explain that you do not wish for them to speak to you in that way and then explain that they will need to spend some of their break time with you because they have chosen to speak to you in that way.

6. Can I move children down the LEARNER bands?

If children choose to continue to break parts of the LEARNER code after several warnings and as a professional, you feel they need to move down then do so.

7. Individual Behaviour Assessment

Behaviours	Barriers	Pre-Cursors	Adjustments and Interventions
<p>Formal assessment using Behavioural and Emotional Screening System – Pearson</p> <ul style="list-style-type: none"> • Respect • Relationships – Staff 1/2/3 • Relationships – Peers 1/2/3 • Difficulty in following instructions/ requests 1/2/3 • Organisation • Disruptive Behaviour 1/2 • Inappropriate Language 1/2/3 • Concentration 1 • Turn taking and sharing 1 • Difficulty following routines 1 • Bullying 1/2/3 • Victim 1/2/3 • Aggression 2/3 • Violence 2/3 • Risk Taking Behaviour 2/3 • Absconding 2/3 • Sexualised Behaviour 2/3 • Self-Harm 3 • Weapons 3 	<p>Use of Barriers to Progress Document</p> <ul style="list-style-type: none"> • Anxiety Stress • Barriers – Family/ outside school • Barriers – Basic Needs • Self Esteem • Illness • Developmental Delay • SEND • Lack of Aspiration 	<ul style="list-style-type: none"> • Structured, positive environment • Positive Role Models • Pupils Safe from embarrassment, humiliation, exclusion • Treated with dignity and respect • Interesting lessons • Opportunities for students to engage during learning • High quality equipment and resources • High expectations for academic and social work • Appropriate differentiation • Preparation for any change and the need for clear routines • Relationship developed with parent/carer • Room Arranged to minimise crowding and distraction • Teaching and reviewing of LEARNERS' Code to students • Prompt or pre-correct students to follow expectations • Use of whole school extrinsic reward system • Provision of specific, contingent and brief error corrections for academic and social errors • Metacognitive discussion about why desired behaviours are important 	<p>Adjustments</p> <ul style="list-style-type: none"> • Specific Praise Reinforcement • Group Reinforcement • Differential Reinforcement • Behaviour Contract/ Token Economy • Behaviour Contract/ Token Economy – response cost • Specific Error Correction • Performance Feedback • Planned Ignoring • Time Out/ Removal of privileges • Additional Adult – Group • Additional Adult – 1:1 • Parental Engagement • Visual Timetable • Quiet Area <p>Interventions</p> <ul style="list-style-type: none"> • Peer Mentoring • Positive Play • LEGO Therapy • Nurture • Forest Schools • Social Stories • Board Games • Gardening • Because we're worth it • Relaxation • Box Full of Feelings • Therapy Dog

This is a useful assessment tool that we use together with an IBPs to identify barriers that a child has to learning.

We will also highlight off any strategies that we have already tried.

This document is useful to show external visitors when a LEARNER requires external support.

Continuous Professional Development

A JOHN CATT PUBLICATION

TEACHING **WALKTHRU** FIVE-STEP GUIDES TO INSTRUCTIONAL COACHING



TOM SHERRINGTON
&
OLIVER CAVIGLIOLI

BEHAVIOUR & RELATIONSHIPS
Establish classroom conditions essential for effective learning

CURRICULUM PLANNING
Create a coherent, well-sequenced knowledge-rich curriculum

EXPLAINING & MODELLING
Make sense of complex ideas to support students in building secure schema

QUESTIONING & FEEDBACK
Use responsive teaching methods to check students' understanding and move them forward

PRACTICE & RETRIEVAL
Building secure long-term memory and fluency

MODE B TEACHING
Deliver a range of learning experiences to deepen and extend learning

1. Positive Relationships

SECTIONS: WHY? | WHAT? | HOW?

BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING
EXPLAINING & MODELLING | QUESTIONING & FEEDBACK
PRACTICE & RETRIEVAL | MODE B TEACHING

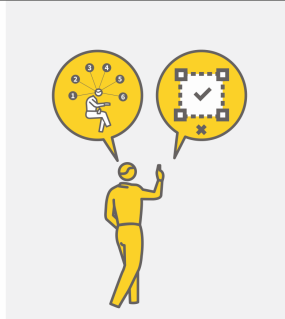
POSITIVE RELATIONSHIPS

There are multiple reasons for teachers to establish positive relationships with students. Most importantly, relationships support the needs and rights of everyone in a classroom to feel safe, respected and valued; to feel they belong. Positive relationships also underpin creating conditions where students and teachers can focus on learning, free from distractions or emotional threats. Finally, positive relationships are key in communicating trustable feedback that students will act on. Importantly, in classrooms relationships are also inescapably aligned to the different roles and responsibilities that teachers and students have.

WALKTHRU IN THIS SERIES

BEHAVIOUR & RELATIONSHIPS

POSITIVE RELATIONSHIPS | ESTABLISH YOUR EXPECTATIONS |
SIGNAL, PAUSE, INSIST | POSITIVE FRAMING |
REHEARSE ROUTINES | CHOICES & CONSEQUENCES



1

ESTABLISH NORMS AROUND CLEAR ROLES AND BOUNDARIES

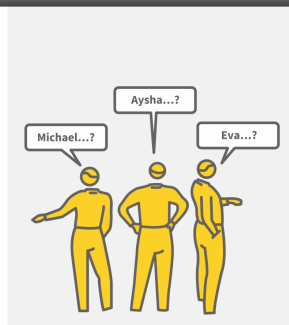
Make it explicit to students through your messages and interactions, that you as their teacher have responsibility for them and that this gives you role-authority alongside a duty of care. Adopt a mindset where your relationships with students focus on the shared purpose of achieving learning rather than on interpersonal connections. Once students understand the boundaries for positive, valued behaviours and that these are consistently and judiciously maintained, they accept them as norms within which everyone co-exists happily.



2

COMMUNICATE KINDNESS

If there's one thing that all positive relationships have in common, it is kindness. If you think about all of your students and classes through a lens of kindness, it influences all of your interactions, the things you say and the way you say them, the expectations you have of students and the way they interact with each other. Keep kindness at the forefront especially if you have challenging situations to deal with.



3

LEARN NAMES AND USE THEM

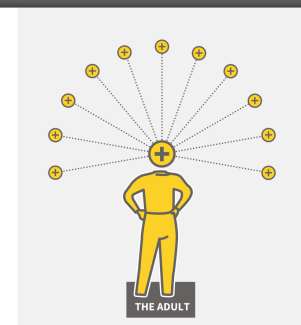
It is much easier to communicate warmth and kindness to students if you know their names. It pays to take time to learn names early on with a new class, using a seating plan, for example, to reference as you ask questions in the early stages. If you can say "Michael, what do you think?" or "Aysha, let's have you facing this way, thanks", it's so much better than the alternatives when you do not know their name or say it incorrectly.



4

COMBINE ASSERTIVENESS WITH WARMTH

As Bill Rogers describes, the ideal demeanour for a teacher is one of being assertive, rather than autocratic or indecisive. Assertiveness involves expecting compliance with your expectations without using power to demand respect. It's possible to be very strict if needed, strongly enforcing a boundary, at the same time as being warm, kind and caring. Use a tone of voice and body language that is firm but warm or switches quickly from one to the other. Be firm when needed, consistently and fairly, whilst also communicating that students are valued and respected.



5

ALWAYS BE THE ADULT

This applies when you are challenged by students behaving inappropriately. However badly they behave, however inappropriate the language they might use, it is vital to remain as calm and rational as possible, taking a pause to compose yourself if necessary. Listen for the substance of what students are saying and respond using adult language and **Positive Framing**, maintaining a professional demeanour, without seeking to have the last word or resorting to sarcasm, idle threats or personal remarks.

2. Establish Your Expectations

SECTIONS: WHY? | WHAT? | HOW?

BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING
EXPLAINING & MODELLING | QUESTIONING & FEEDBACK
PRACTICE & RETRIEVAL | MODE B TEACHING

ESTABLISH YOUR EXPECTATIONS

The phrase 'you establish what you establish' is borrowed from Bill Rogers. It means that, if, in practice, you tolerate mediocre work, poor punctuality and off-task talking, you have established that this is the norm so this is what you will get. On the other hand, if you establish that you will not tolerate these things and will take actions to address them, students learn to function within those higher expectations. What ever you establish and sustain becomes the norm. Another version of this is the idea that 'what you permit, you promote'.

WALKTHRU IN THIS SERIES

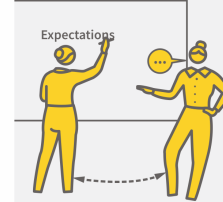
BEHAVIOUR & RELATIONSHIPS
POSITIVE RELATIONSHIPS | ESTABLISH YOUR EXPECTATIONS |
SIGNAL, PAUSE, INSIST | POSITIVE FRAMING |
REHEARSE ROUTINES | CHOICES & CONSEQUENCES



1

DECIDE YOUR EXPECTATIONS

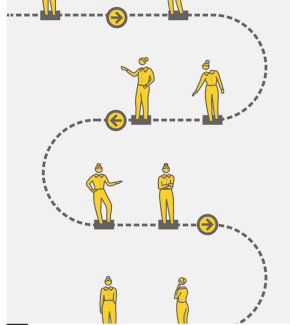
Ideally this will form part of a whole-school process or a team process, but within your own classroom you need to determine exactly what your expectations are for every aspect of running your lessons: the equipment that is expected, how to enter a room and move between one set of activities and another; how to listen when others are talking; how to ask and answer questions; how work should be set out. Before enforcing your expectations, work out exactly what they are in as much detail as possible.



2

COMMUNICATE YOUR EXPECTATIONS

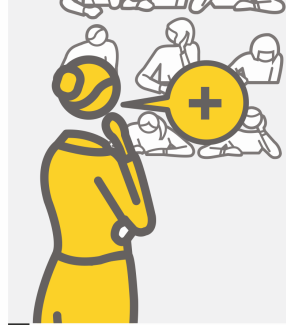
Take time to talk through your expectations with each class. It is helpful to write them down and use visual reminders that you can refer to for clarification. Use a **Checking for Understanding** process to ensure your students know what you mean. If you are unclear about your expectations, this will show in their responses later on. For some routines, it is important to walk through them, rehearsing how they will move or behave in a certain situation.



3

REINFORCE YOUR EXPECTATIONS

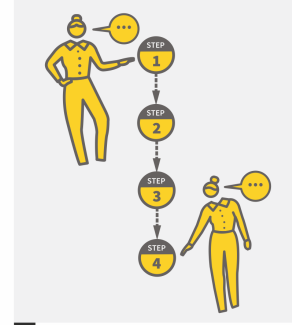
Follow through, routinely and positively insisting on your expectations being met every lesson or whenever they apply. If you weaken your commitment to any of your own expectations, this undermines their value and students' expectations will drop. Use **Positive Framing** to restate your expectations whenever necessary.



4

REDIRECT, CORRECT OR CHALLENGE

When expectations are not met, use positive correction to redirect students so they change their immediate behaviour. If you have asked for silence, it must be truly silent. If you have asked children to sit arms folded with pens down, then insist that everyone does this before you proceed. If people are talking, make sure they have stopped before you try to talk or invite another student to talk. Be very precise and direct about this every time.



5

SUSTAIN YOUR EXPECTATIONS

It is much easier to sustain high expectations if they become the norm as part of a set of routines; a set of behaviours that you do every day, every lesson. Construct a set of routines for walking into a room, conducting a discussion and organising group work or a practical session and all your other regular activities so that students know exactly what to do. Routines need to be rehearsed multiple times before becoming literally routine.

3. Signal, Pause, Insist

SECTIONS: WHY? | WHAT? | HOW?

BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING
EXPLAINING & MODELLING | QUESTIONING & FEEDBACK
PRACTICE & RETRIEVAL | MODE B TEACHING

SIGNAL, PAUSE, INSIST

This is one of the most important routines in teaching because it is one teachers will use several times a lesson. Too often teachers over-rely on their voices to talk over the noise of a chatting class in order to gain attention. This can be difficult and hard to sustain. It can also run counter to the ideal of creating calm learning environments to rely on raised voices. A simple *signal — pause — insist* routine, allows teachers to move from one lesson phase to another calmly and efficiently. Everyone talking → Signal, pause, insist → Everyone listening. The more precise and consistent you are in giving the signal and insisting on the response, the more embedded the routine becomes.

WALKTHRU IN THIS SERIES

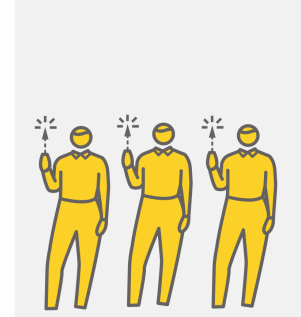
BEHAVIOUR & RELATIONSHIPS
POSITIVE RELATIONSHIPS | ESTABLISH YOUR EXPECTATIONS |
SIGNAL, PAUSE, INSIST | POSITIVE FRAMING |
REHEARSE ROUTINES | CHOICES & CONSEQUENCES



1

CHOOSE A SIGNAL

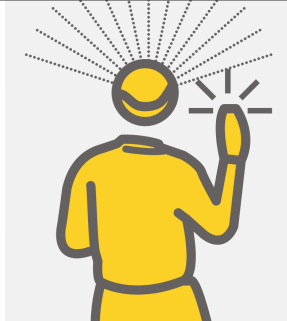
Select a clear and easily reproduced signal that you will use to indicate that you want to regain full attention from the whole class. This might be: a raised hand; 3-2-1 and listening; two sharp claps; using a small bell. It doesn't matter what you use as long as it can be used freely and repeatedly.



2

REHEARSE THE SIGNAL

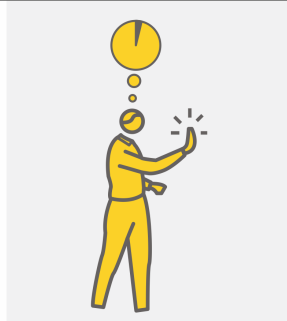
Introduce the signal to each class in the establishment phase soon after meeting them. Practise the process of stopping and starting an activity using the signal so that it is clear what the signal is and what you want them to do on hearing it. This is likely to include facing you as the speaker and listening without talking in readiness for further instruction or questioning.



3

GIVE THE SIGNAL

During a lesson when you want to move from student activity to teacher input, stop what you are doing and give the agreed signal. Stand facing the class, scanning the room to make eye contact with everyone.



4

PAUSE

This is the crucial part. You must give students a short moment to adjust from being involved in working individually or talking to a partner to focusing on you. It's not instantaneous and you need to wait without speaking to allow this transition to happen naturally. Hold eye contact all the time. It's a mistake to give the signal and immediately begin to give further instructions because students will not be ready to hear them yet. When students are ready, you can affirm their positive response with a simple "thank you".



5

INSIST

Before moving on you must be sure that everyone has given you the agreed response to the signal. If you allow even one student to continue talking while you begin to speak, you undermine the strength of the routine. If you can't get a 100% response through body language and eye contact, scanning the room in all the corners, front and back, low level reminders such as "when we're ready, thank you" or "John, I need you listening, thank you" can do the job. However, you might need a more strict response.

4. Positive Framing

SECTIONS: WHY? | WHAT? | HOW?

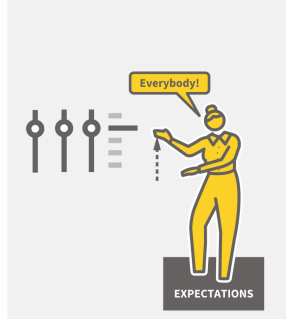
BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING
EXPLAINING & MODELLING | QUESTIONING & FEEDBACK
PRACTICE & RETRIEVAL | MODE B TEACHING

POSITIVE FRAMING

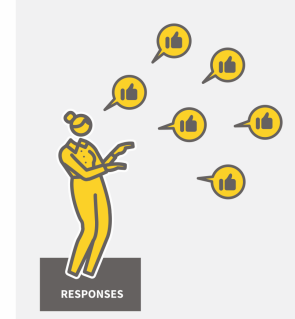
This is a technique for establishing and maintaining high expectations through the use of positive reinforcement, encouragement and affirmative language. Instead of negative moaning or challenges that might be interpreted as personal criticism or arbitrary and unjust, teachers frame corrective directions through a positive frame. This works as a one-off strategy or, better still, as a complete approach.

WALKTHRU IN THIS SERIES

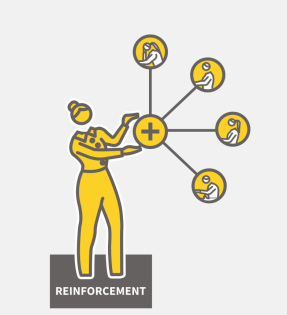
BEHAVIOUR & RELATIONSHIPS
POSITIVE RELATIONSHIPS | ESTABLISH YOUR EXPECTATIONS |
SIGNAL, PAUSE, INSIST | **POSITIVE FRAMING** |
REHEARSE ROUTINES | CHOICES & CONSEQUENCES



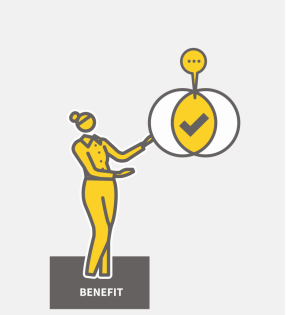
1
ESTABLISH YOUR EXPECTATIONS
In order for **Positive Framing** to work, it's important to have gone through the process of establishing expectations first. Students need to know what the expectations are so that they can then be re-affirmed through the framing technique.



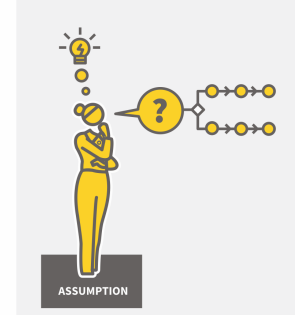
2
AFFIRM POSITIVE RESPONSES FIRST
When dealing with a response to an instruction or running through a routine, give positive affirmation to students who meet the expectations before dealing with any who don't. "Well done to this table; you're listening and ready to learn". "Thanks for an excellent response packing up the equipment from this group and this group". "So many excellent homework responses today. Well done people!" This reinforces the message about the behaviours you want at the same time as acknowledging those who've responded appropriately. It keeps things in perspective.



3
FRAME CORRECTION AS POSITIVE REINFORCEMENT
When students do not meet your expectations, frame your response by reasserting what you want, not describing their behaviour. Instead of "Sean and Mo, stop talking and turn around" you say "Sean, Mo... I'd like you both looking this way and listening thanks". Instead of "Michelle, you're late again and it's unacceptable to be so disorganised" you say "Michelle, I need you on time with all of your equipment." Nearly all corrective statements can be framed positively.



4
GIVE THE BENEFIT OF THE DOUBT
Instead of engaging with accusations and denials, assume students' best intentions and emphasise what you want to happen.
Teacher: Louise, I need you focused on the task now. Thank you.
Louise: But I wasn't talking or disturbing anyone.
Teacher: OK, maybe you weren't but I need you focused and working hard now. Thank you.
This can apply to talking or any other off-task behaviour. Bill Rogers calls this 'partial agreement'. "Maybe that's true but..."



5
ASSUME CONFUSION OVER DEFIANCE
Another form of positive framing is to feign confusion instead of issuing a challenge.
"I wonder if this group did not quite hear the instructions?"
"There seems to be some confusion about our expectations here — can we just check we've all understood the routine?"
This is transparent to all concerned but it keeps corrective language light, friendly and non-confrontational but also firm and definite about what is expected.

5. Rehearse Routines

SECTIONS: WHY? | WHAT? | HOW?

BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING
EXPLAINING & MODELLING | QUESTIONING & FEEDBACK
PRACTICE & RETRIEVAL | MODE B TEACHING

REHEARSE ROUTINES

Routines are the bedrock of a positive behaviour management system. If everyone knows what to do, where to go, what to bring, how to respond and what happens in various situations, then it allows the focus to be on learning because the rest happens more or less automatically, with minimum fuss. Many aspects of school life happen the same every day, every lesson and lend themselves to being supported by clear routines. The key is to establish them and rehearse them so that they are known, understood and enacted consistently.

WALKTHRU_s IN THIS SERIES

BEHAVIOUR & RELATIONSHIPS

POSITIVE RELATIONSHIPS | ESTABLISH YOUR EXPECTATIONS |
SIGNAL, PAUSE, INSIST | POSITIVE FRAMING |
REHEARSE ROUTINES | CHOICES & CONSEQUENCES



DESIGN

1

DESIGN YOUR ROUTINES

Work out what you want students to do in every common situation they encounter. This might include arriving to class, entering and getting equipment ready, moving from a teacher-led phase to a groupwork phase, setting up and packing away practical equipment, recording homework, ending a lesson. Describe each routine in as few steps as possible.

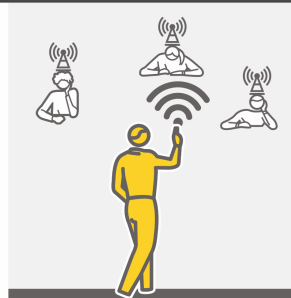


REHEARSE

2

WALK THROUGH EACH ROUTINE

The first time you introduce a routine, teach it explicitly and walk through it. Treat it like a rehearsal where you review the performance and then repeat it with improvements until you get the level of success you want to establish. Remember to **Establish your Expectations**. If you do not establish a high standard early on, it will be harder to address later.

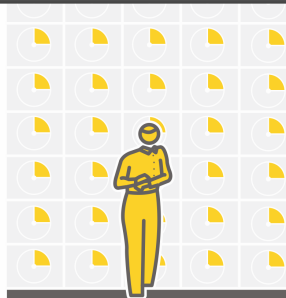


SIGNAL

3

TEACH THE SIGNALS

In the same way used in **Signal, Pause, Insist**, it is important for students to know when to enact a given routine. Some might be automatic — such as the routine for arriving at class. Some might need to be signalled by the teacher, such as the routine for packing away equipment. When a signal is needed, teach the signal, test it and reinforce it consistently.



MAKE ROUTINE

4

MAKE ROUTINES ROUTINE

It is important to stick to the details of a routine so that they become automatic and do not require much reinforcement. This can feel artificial initially but it is worth persisting with routines so that they become the norm; the habits of everyday life that make boundaries clear and allow learning to be the focus of activity. If you allow routines to slip, then they cease to deliver the level of expectations you want and students lose a sense of what is really expected and acceptable.



REFRESH OR REBOOT

5

REFRESH OR REBOOT

As far as possible, reinforce the routines, using **Positive Framing** and **Choices & Consequences** as regularly as needed. However, it's normal to experience some enforcement fatigue around any routines. When this happens teachers should take time to reboot the routine, re-setting the expectations, running through some explicit rehearsal so students reconnect with what they are meant to do in any given scenario. This can be a better option than issuing consequences to multiple students. If a routine has lapsed, reboot it.

6. Choices & Consequences

SECTIONS: WHY? | WHAT? | HOW?

BEHAVIOUR & RELATIONSHIPS | CURRICULUM PLANNING
EXPLAINING & MODELLING | QUESTIONING & FEEDBACK
PRACTICE & RETRIEVAL | MODE B TEACHING

CHOICES & CONSEQUENCES

As part of the behaviour management system and routines in most settings, there will be a set of rules and agreed consequences for various levels of inappropriate behaviour. However, regardless of how strict or relatively relaxed a behaviour system might be, the teacher in the classroom has to use the system effectively to secure excellent behaviour. This can be done well when the emphasis is placed on students making the right choices in full knowledge of the consequences of the choices they make.

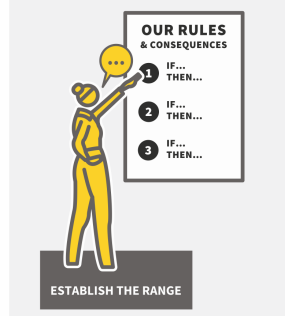
WALKTHRU_S IN THIS SERIES

BEHAVIOUR & RELATIONSHIPS

POSITIVE RELATIONSHIPS | ESTABLISH YOUR EXPECTATIONS |

SIGNAL, PAUSE, INSIST | POSITIVE FRAMING |

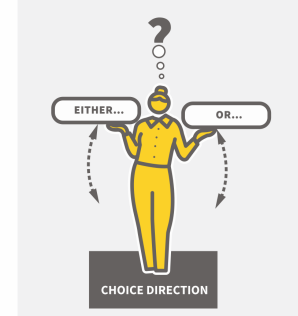
REHEARSE ROUTINES | CHOICES & CONSEQUENCES



1

ESTABLISH THE RANGE OF FORMAL CONSEQUENCES

It's important for all students to know exactly what the range of consequence is. Make sure it is clear when any warnings will be given and the range of behaviours for which detentions or other consequences will be set. The consequences for very serious misdemeanours must be crystal clear. It can be useful to have a document or poster to refer to where the details are set out, in case of any confusion.



2

USE ASSERTIVE CHOICE DIRECTION

The principle is that if students choose to misbehave, they choose to receive the consequence. In some schools, sanctions are issued automatically; in others there is a warning step allowing reinforcement through the language of choice direction.

- "James, you can either face forwards, concentrating on your work, or do a detention."
- "Amira, please follow the safety rules exactly, or you will sit at the desk and receive a phone call home."

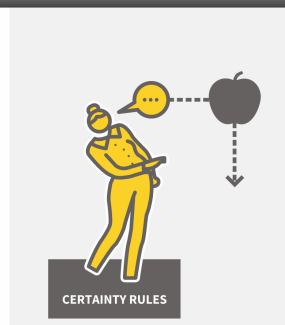


3

NARRATE THE CONSEQUENCES

When setting a consequence, explain why. This helps to make it clear to the student concerned whilst also reinforcing expectations for everyone else.

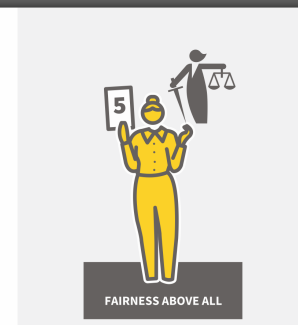
- "Rachel, you've continued to talk after the warning, which disrupts our learning, so you now have a detention after school."
- "Sadiq, you have arrived late to class so that is an automatic demerit as you know."
- "Sam, you have forgotten your kit twice, so that means a lunchtime detention tomorrow."



4

MAINTAIN THE PRINCIPLE OF CERTAINTY OVER SEVERITY

An important aspect of a consequences system is that students must all believe that the teacher will definitely follow through; that certain behaviours will definitely lead to consequences; that detentions or other consequences issued, will happen; that you mean what you say. The severity of a consequence is less critical. If consequences issued do not happen, it undermines you and makes it harder to manage later.



5

USE CONSEQUENCES JUDICIOUSLY

Fairness is important in any system so it is important to be as consistent as possible when giving consequences for certain behaviours. If you use consequences too infrequently or inconsistently, it undermines you. If you give out consequences too liberally, without narration or reinforcing routines, it can create a negative culture that also undermines you. Give students the chance to make good choices; support them to make this a habit.