

Date of Last Review	April 2026	Review Period	Annual
Date of Next review	April 2027	Owner	Rachael Faulkner Deputy Headteacher



Behaviour Policy & Procedures

Enabling a world of freedom, opportunity and fulfilment

History of Policy Changes:

Date	Page	Change	Origin of Change
July 2022	11	Reference to MLP Suspensions and Exclusions Policy	Duplication
June 2024	All pages	Review of policy	Statutory review
Sept 2024	All pages	Detailed escalation procedures added	Review of new processes
Nov 2024	7 and 8	Banned items clarified	AGC Review of new policy
July 2025	5	Added Low-level vandalism to red line incidents	Annual policy review
July 2025	7	Clarification of vandalism leading to suspension	Annual policy review
July 2025	11	Values updated	Review of School Values
April 2026	Throughout	Change HOH to HOY	Change of structure
April 2026	6	Change SLT to After School detentions	Change of structure
April 2026	6	Change redline detention day	Change of day
April 2026	6 and 7	Addition of seclusion process and rationale	Legal change March 2026
April 2026	9	Addition of hair sanction	Annual policy review
April 2026	10	Rewritten mobile phone section to refer to school mobile phone policy and new legislation.	Statutory guidance March 2026
April 2026	Appendix D	Additional definitions and rationale for restrictive interventions.	Legal change March 2026

1. Ethos and Values

Our fundamental principle for behaviour in schools is that ‘all teachers have the right to teach and all students have the right to learn in an environment that is safe, focused and purposeful and free from low level distraction and disruptive.’ The Trafalgar School is built on a strong foundation of exceptional behaviour underpinned by a widely embraced ethos and set of values – known as ‘**Being Trafalgar.**’ (As referenced in Appendix A). Good behaviour is the norm at The Trafalgar School and all staff are expected to acknowledge, celebrate and praise good behaviour as well as use rewards to recognise students who go beyond that which is expected of them, as set out in the Trafalgar School Rewards Protocol.

On occasions, however some students will not meet expected behaviour standards and all schools are statutorily required to have a Behaviour Policy which sets out how the school will manage incidents of poor behaviour.

2. Support for students

To support students, we expect all staff to ensure that:

- There is a calm, orderly and positive environment in which students feel safe and happy
- There is a focus on consistency, with clear routines and expectations for students that allow students to focus on their learning, both in and outside of the classroom
- Staff apply this policy fairly and consistently
- Staff know and care about all students and create an environment in which students feel safe, and in which bullying, discrimination, sexual harassment, sexual abuse and sexual violence – online or offline – are not accepted and are dealt with quickly, consistently and effectively whenever they occur.
- Suspensions and Permanent Exclusions are used as a last resort

There are a range of supportive measures that can be used to support specific students with regard to managing behaviour. These include:

- Extra-curricular club involvement
- Careers appointments
- Positive report cards
- Tutor, Head of Year and SLT Report cards
- Behaviour Contracts
- Pastoral Support Plans
- In-school counselling and mentoring
- Support from external services – for example, Early Help Assessment
- Support from our community police team
- Mentoring from older students
- Reasonable adjustments to the school day
- Managed Moves
- Alternative Provision

Staff will identify students who need to access support through a number of means:

- Students or parents self-identifying a need for support
- Positive relationships between staff and students, to notice patterns or changes in behaviour
- Daily review meetings between the Deputy Headteacher and Heads of Year
- Close tracking and monitoring of data by tutors, Heads of Year and the Leadership Team
- Analysis of data and trends by senior leaders.
- Review and report data

3. Managing Behaviour

Instances of unacceptable behaviour will be taken seriously and dealt with immediately. Staff will respond promptly, predictably and with confidence to maintain a calm, safe learning environment. Staff will apply this strategy fairly and consistently. Staff will consider afterwards how to prevent such behaviour from recurring.

Pastoral Leaders will keep a record of all reported incidents to help identify students whose behaviour may indicate potential mental health or safeguarding concerns. Those incidents which require a more detailed log will be logged on CPOMS. All incidents will be added to the schools Management Information System (ClassCharts) and will remain on the child’s record. Behaviour incidents will only be deleted by the member of staff who logged the incident (where an error was made) or with the express permission from a member of the senior leadership team.

Pastoral Leaders will be expected to deal with behaviour incidents which are repeated or more serious and those which sit outside of the centralised sanction system. All staff will be alert to changes in a student’s behaviour that could indicate they need help or protection.

Support, such as targeted discussions with students, a phone call with parents, and inquiries into circumstances outside of school by the DSL, will be provided. alongside the use of sanctions to prevent the misbehaviour recurring. After an initial incident of negative behaviour, sanctions will be considered, with staff using their professional judgement and experience to determine what is appropriate and reasonable.

a. Classroom Behaviour

All staff will use the consistent system associated with poor behaviour in the classroom. Teachers’ professional judgement will be employed in their use of the sanction system. Poor behaviour in the classroom includes low-level disruptive or distracting behaviour and teachers will ensure that student behaviour should not interrupt the learning of other students. Poor behaviour also includes failure of students to follow reasonable instructions from a member of staff within the classroom.

At The Trafalgar School all staff are expected to follow clear routines to support students in meeting expectations – in classrooms this means following the ‘D’ system of sanctions.

Incident	Staff Action	Student Sanction
1 st incident of disruptive behaviour in a lesson	Verbal warning	Student is expected to adjust behaviour
2 nd incident of disruptive behaviour in a lesson	Staff issues a D10 on Class Charts	Student attends 10-minute lunchtime detention next day
3 rd incident of disruptive behaviour in a lesson	Staff issues a D20 on Class Charts & removes student to Behaviour Support	Student attends behaviour support for remainder of lesson and attends 20 minute detention next day

b. Preparedness for learning

All students are expected to arrive promptly for lessons and fully equipped throughout the school day. The equipment list is readily available for parents and students to review and all items can be purchased from Student Services. Lesson start and end times are marked by the sounding of a bell.

At The Trafalgar School all staff are expected to follow clear routines to support students in meeting our expectations with regard preparedness for learning – in classrooms this means using the ‘L’ and ‘E’ systems.

Incident	Staff Action	Student Sanction
Student more than 5 mins late	L10 logged on Class Charts	Attends 10 min detention next day
Lack of equipment	E10 logged on Class Charts	No sanction. Equipment monitored

c. Homework

Homework is an important part of a students’ learning and an expected extension to their classroom experience. Students are expected to complete all homework set by the required deadline.

Incident	Staff Action	Student Sanction
Homework not completed	Staff logs on Class Charts	No sanction but homework monitored

d. Anti-Social Behaviour

In order to maintain a calm and purposeful environment, staff and students at The Trafalgar School are expected to follow clear routines around the school site. This includes using one-way systems, entering and exiting classrooms through external doors wherever possible and maintaining a calm and respectful manner in corridors. Certain anti-social behaviours have been specifically identified as being particularly unacceptable and are known as **Red Line incidents**. These behaviours are:

- Chewing gum
- Phone use
- Observed dropping of litter
- Casual swearing (eg that which is used in conversation and not directed aggressively deliberately to cause offence)
- Casual discriminatory language (eg that which is used in conversation and not directed to deliberately cause offence)
- Toilet misuse (including more than one student in a cubicle or anti-social behaviour within the toilet facilities)
- Low-level vandalism (that which does not result in a cost to rectify)
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Incident	Staff Action	Student Sanction
Red Line behaviour (as above)	Reported to Head of Year or SLT who issues a Redline detention on Class Charts	Student attends 1-hour red line detention on Thursday from 3-4pm

e. Other Occurrences of Misbehaviour

Staff may also issue sanctions outside of the centralised system, where appropriate. These sanctions may include, but are not limited to:

- A verbal reprimand
- Extra work or repeating unsatisfactory work until it meets a required standard
- The setting of written tasks as a sanction, such as a letter of apology
- Loss of privileges – for instance the loss of a responsibility, such as being a prefect, or not being able to participate in a school event, trip or visit
- School based community service or imposition of a task – such as picking up litter; tidying a classroom; or removing graffiti
- Regular reporting including early morning reporting; scheduled uniform and other behaviour checks; or being placed “on report” for behaviour monitoring.
- Meeting with the local community police team
- Removal from a lesson or a series of lessons
- A period of time in Behaviour Support

f. Specific Behaviour Issues and escalation of repeat offences

The school reserves the right to decide all sanctions on a case-by-case basis, however, there are certain behaviours that will likely be sanctioned in the following way:

Behaviour Incident	Outcome
Failure to attend a D10 lunchtime detention.	Detentions will increase by 10 minutes the following day up to the issuing of a D50
Failure to attend D50	After school detention from 3:00-4:00 arranged by HOY or SLT
Failure to attend After School Detention	Internal suspension in Behaviour Support followed by 1 hour after school detention at end of day from 3:00-4:00
Vaping, smoking, being caught with students vaping or smoking or being in possession of vaping or smoking paraphernalia	This is prohibited across all areas of the school site. Students will be issued a formal (external) suspension from school, the length of which will be decided on a case-by-case basis.
Student issued more than 3 D20s in a week	Decided on a case-by-case basis, but will likely result in internal suspension in Behaviour Support.
Student issued with 3 After School detentions in a half term	Decided on a case-by-case basis, but will likely result in an internal suspension in Behaviour Support
Student issued with 3 Red Line incidents in a half-term	Decided on a case-by-case basis, but will likely result in an internal suspension in Behaviour Support
2+ times late to Period 1 in a week	Tutor calls home and considers punctuality report
5+ Lates to lessons in a week	Student is placed on punctuality report

4. Behaviour Support and Removal from the classroom

Removal from lessons is a serious sanction whereby a student will be required to spend a limited time out of the classroom at the instruction of a member of staff. At The Trafalgar School students are expected to attend Behaviour Support when being removed from a classroom.

Removal from lessons is a serious sanction and is used in response to persistent disruption to the classroom environment, as a result of persistent breaches of aspects of the behaviour policy or as a result of a single serious incident as a step before formal (external) suspension from school.

Our Behaviour Support room is a classroom staffed by suitably trained members of staff, where students are expected to work silently to allow for reflection and reintegration to a normal classroom setting. Students will always be provided with work, usually this will be using Knowledge Organisers to complete revision activities related to the lesson from which they are removed. The Cornell note taking system is used to give students a framework to make effective revision notes.

Students will complete a reflection sheet followed by a discussion with a member of staff to ensure that they can be reintegrated successfully back into the classroom.

Behaviour Support is expected to be the hardest working room in the school.

Students will be expected to work in Behaviour Support in the following circumstances.

Reason	Outcome
Having been issued a D20 in a lesson	Students will remain in Behaviour Support for the remainder of the lesson. They will then return to normal lessons for the remainder of the day. Students will sit a D20 lunchtime detention the following day. Parents will be informed by Class Charts

Having failed one period in Behaviour Support	Students will be given the opportunity to redo the lesson and 'get it right'.
Having failed two periods in Behaviour Support	Students will likely spend a further 5 lessons in Behaviour Support, to be decided on a case-by-case basis
Having received 2 D20s in a day	Students will work in Behaviour Support for the remainder of the day, including break time and lunchtime, to help them 'get it right' and ensure they do not amass further sanctions. Parents will be informed by Class Charts.
Having received 3 D20s in a week	Students will work in Behaviour Support for 5 subsequent lessons. This may be over 2 days and will include any break time or lunchtime during the 5 periods. Parents will be informed by Class Charts.
Refusal to attend Behaviour Support	If a student refuses to attend Behaviour Support, they will likely be externally suspended, to be decided on a case-by-case basis.
Refusal to leave lesson when issued a D20	If a student refuses to leave a classroom they will likely be internally suspended, to be decided on a case-by-case basis.
For incidents of serious unacceptable behaviour	Students will likely be issued with a day of internal suspension in Behaviour Support, to be decided on a case-by-case basis.
For uniform issues which are not able to be rectified during the school day	For example, for non-compliance with jewellery expectations, which cannot be removed, the student will be in Behaviour Support for the remainder of the day. Parents will be informed by Class Charts

Removal from lessons and the use of Behaviour Support is monitored weekly by senior members of staff in order to interrogate patterns and make data-based decisions to consider whether frequently removed students may benefit from additional or alternative approaches.

5. Seclusion

Seclusion refers to an exceptional and emergency restrictive intervention where a pupil is prevented from leaving a space of their own free will in order to prevent immediate and serious risk of harm to the pupil or others. This may occur only where pupils present with severely dysregulated behaviour and all reasonable de-escalation strategies have been unsuccessful.

Any use of reasonable force to move a pupil to such a space must be lawful, proportionate, and the least restrictive option available.

Seclusion is never used as a punishment, sanction, or behaviour management strategy, nor is it a planned or routine intervention. It is used solely to maintain safety and is not promoted by the school. The pupil will be continuously supervised, the environment will be safe, dignified, and non-threatening, and the pupil will remain in the space only for the shortest time necessary to restore safety and emotional regulation.

Use of seclusion requires immediate authorisation from a member of SLT, and its use will automatically trigger a review of the pupil's support plans, including risk assessments, PSP and restraint-reduction strategies, to ensure future incidents are minimised.

All incidents of seclusion constitute a significant restrictive intervention and will be recorded promptly and accurately in a secure file on the SLT drive, including the rationale for use, duration, supervision, antecedents, de-escalation attempts, and post-incident support. Parents/carers will be informed without delay in line with statutory guidance. Recorded data will be analysed to identify patterns, triggers, and preventative strategies, and will inform ongoing monitoring and governance oversight.

This approach reflects the school's statutory duty to have regard to the Department for Education guidance Restrictive interventions, including use of reasonable force, in schools (2026). Please see Appendix D for further information.

6. Serious One-off Incidents

On occasions students may exhibit behaviour which is deemed to be so serious that it sits outside of the above systems and processes. Each incident will be evaluated on a case-by case basis but it is expected that students should be sent to Behaviour Support immediately following incidents of:

- Violence
- Blatant defiance
- Abusive language towards a member of staff
- Graffiti/vandalism (that which brings a cost to rectify)
- Racist language at a student or member of staff

Incidents of this nature will be assessed by a senior member of staff and are likely to result in either internal suspension, formal (external) suspension from school or alternative provision being sought. Physical violence or swearing at a member of staff is likely to lead to a formal (external) suspension from school (see Suspension and Exclusions Policy for further details).

7. Uniform, Make-up, Jewellery and Hair

Parents and students are expected to familiarise themselves with the Uniform Policy which details expectations around uniform, make-up and jewellery. Students are expected to comply with the Uniform Policy at all times. If a student is not wearing the correct uniform, tutors will contact home to verify accuracy of the reason for this and agree a timeframe for resolution. Repeated uniform issues will result in sanctions being implemented at the discretion of school leaders, this may include internal suspension. Students who are wearing unacceptable make-up will be expected to remove this in student support. Repeated issues related to make-up will result in sanctions being implemented at the discretion of school leaders, this may include internal suspension.

Jewellery expectations are clearly stated in the Uniform Policy. Students will have inappropriate jewellery confiscated and returned on the following Friday. This will be logged on Class Charts. If a student refuses to remove the inappropriate jewellery it is likely they will be internally suspended.

If hair is of a non-natural colour or has patterns cut into it, then the student will be asked to rectify this as soon as possible. In the meantime they may be asked to wear a head covering to attend lessons or be in internal suspension if they refuse to comply with this.

8. Banned items and Mobile Phone Use

All students are banned from bringing the following prohibited items on to school site:

- tobacco, cigarette papers, all forms of vapes and e-cigarettes, lighters, matches, or any smoking related paraphernalia
- knives and weapons
- alcohol
- illegal drugs and drug paraphernalia
- stolen items
- any article that the member of staff reasonably suspects has been, or is likely to be used
 - to commit an offence, or

- to cause personal injury to, or damage to property of; any person (including the student)
- fireworks; and
- pornographic images.

Possession of the above items is likely to be sanctioned with a formal (external) suspension, however the full range of sanctions will be available including the use of permanent exclusion – the likelihood of this is increased if a student is found not only in possession of the item but to have used/been under the influence of or intended to distribute the item (s).

Under the *DfE (2022) Searching, Screening and Confiscation* guidance, Headteachers, and staff they authorise, have the right to search a student or their possessions where they have reasonable grounds to suspect that the student may have a prohibited or banned item listed below.

If students are found to have a banned item, the school will decide on an appropriate sanction, which may include any of the full list of sanctions detailed in this policy including permanent exclusion. The same may apply to students who are caught with others who are using a banned item, for example, a student found in the presence of another student who is vaping, as it is reasonable to assume that the student is condoning the use of this banned item.

The following items are allowed on school site, but are banned for use on school site and must be kept away in a bag for the duration of the school day. If seen or heard by staff they will be confiscated and in the first instance returned to the student at the end of the school day. Students who repeatedly breach these rules will have the items confiscated with them being returned only to parents. All of the items below are the responsibility of the owner. Under no circumstances will the school or Academy Trust accept any responsibility for their loss of theft.

- mobile phones, or other alternative electronic communication devices (smart watches are allowed, but all means of communication with other devices, i.e., mobile phones, must be disabled);
- ear phones/pods or similar devices (unless directed use by staff);
- hoodies
- any clothing or jewellery not permitted under the school uniform rules
- chewing gum

9. Mobile Phone Use

Mobile phones should be placed in Yondr pouches at the start of the school day. They should remain in their pouches until the end of the school day, when staff will supervise the unlocking of student pouches in their lessons. They should not be used to contact home in cases of medical need or for any other reason. Any student, who is unwell during the day, must report to our Medical Room and staff will contact home, as necessary.

Photographs or audio/video recordings of any type are not permitted to be taken on site, unless they are specifically supervised and permitted by a member of staff. Similarly, students should not take photographs or videos whilst travelling to or from school on the bus. Photographs or audio/video recordings must never be shared or published on social media or video sharing internet sites/apps, including by text. Any breach of this policy will result in a sanction which will be decided on a case-by case basis, but could include the full range of sanctions as set out in this policy, including permanent exclusion should the incident be significant or repeated.

If a mobile phone/device contains any inappropriate photos, videos or other digital content, then the school reserves the right to delete this content. If appropriate, the school may take copies of the content and pass this copy or phone to relevant agencies in line with the school's Child Protection and Safeguarding Procedures.

If a user of a mobile phone receives any communication that could be portrayed as threatening or causing harassment or offence to others, they should report it to a member of staff immediately. This will be dealt with on a case-by-case basis and sanctioned in accordance with this Policy. If appropriate, the school may take copies of the content and pass this copy or phone to relevant agencies in line with the school’s Child Protection and Safeguarding Procedures.

Any mobile phone which is confiscated by a member of staff will be taken to Reception. It may be collected by the student at the end of the school day. Repeat confiscation may result in the school requiring a parent to collect the mobile phone from school.

This should be read in conjunction with the school Mobile Phone Policy.

Incident	Staff Action	Student Sanction
Mobile phone use	Red line detention issued and phone confiscated	Student collects phone from reception at end of the day and sits red line detention
Yondr Pouch forgotten	E10 issued and phone taken to Student Services	Phone stored in Student Services and 10 min lunchtime detention next day
Yondr lost, damaged or graffitied	Staff alert parents. Phone taken to Student Services	Student required to purchase new pouch for £15

10. Trips and Visits

Students will be expected to follow the Behaviour Policy and when attending all trips and visits. Failure to do so will result in the school sanctions being issued.

Eligibility for a place on a trip or visit will be at the discretion of the school and students may be precluded from trips and visits should their behaviour record be a cause for concern. Parents will be informed should a students’ behaviour raise concerns about their eligibility for school trips and visits. Examples of behaviour that would cause concern regarding a student’s eligibility for a trip or visit may include (but not be limited to) single incidents of violent or threatening behaviour, frequent and persistent disruption or defiance which may have led to internal or formal (external) suspension from school and any behaviour which may suggest that students could disrupt the smooth running of the trip or visit.

A students’ place on a trip or visit may be withdrawn should their subsequent behaviour prior to the trip or visit give cause for concern as described above.

11. Roles and Responsibilities

The Academy Governance Committee (AGC) will support and uphold the high standards required by the Trafalgar School of its students, in order to maintain good order and discipline to ensure learning experience and positive relationships. The AGC will fulfil; its statutory obligations to conduct disciplinary committees and appeal panels for Suspensions as required.

The Headteacher will take responsibility for the good order and discipline of the school, ensuring clear boundaries and expectations are established and that resources are deployed appropriately. Suspensions will only be used as a last resort when other strategies to manage behavioural issues have been tried and the learning and or safety of other students has been compromised.

All Senior leaders will lead, manage and model appropriate behaviour management strategies within the school, implementing the standards of the policy with regard to repeated or serious infringements of the school rules. They will support the teams that they line manage to consistently apply the behaviour policy.

Middle leaders will lead, manage and model appropriate behaviour management strategies within their designated areas, supporting staff to become autonomous in their management of behaviour but also providing a point of referral if required.

Pastoral leaders will implement school policy on procedures and sanctions relating to discipline e.g. lesson checks, reports, take statements after incidents, detentions, suspension processes and paperwork, ensure all student logs are kept up to date and that appropriate action is taken as and when required.

The SENDCo will ensure that suitable programmes are planned and developed which are appropriate to individual needs and entitlements for students with educational needs related to behaviour, and liaise accordingly with specialist external agencies

All teachers and teaching assistants will set high expectations for student behaviour, establishing and maintaining a good standard of discipline through well-focused teaching and through positive and productive relationships. Teachers will be positive role models for students and follow the procedures for behaviour management as laid out in this policy.

All staff have a responsibility to:

- Be familiar with the Principles of Behaviour for staff (Appendix 3.0)
- Establish a positive and trusting relationship with students and parents
- Demonstrate a level of care and respect for all students
- Act justly and fairly (and be seen to do so)
- Deal promptly and personally in matters, which affect the quality of teaching and learning and the personal development of the individual
- Apply a consistent approach to all students
- Support and implement Learning Expectations, reward good behaviour and both challenge and sanction inappropriate or unacceptable student behaviours.

All students will be expected to familiarise themselves with this policy, and abide by **The Code of Conduct** and the **Principles of Behaviour**.

Families are expected to support and work with the school in maintaining good behaviour and discipline:

- Encourage children to develop good habits of diet, sleep and a healthy lifestyle
- Comply with the Academy's Attendance Policy
- Ensure that children wear their uniform with in accordance with the Academy's Uniform Policy
- Support the school's mobile phone protocol
- Be familiar with The Code of Conduct (Appendix B) and the Principles of Behaviour (Appendix C)
- Keep the school up-to-date with home and emergency telephone numbers and other pertinent information
- Bring to the attention of the school any potential problem that might affect their child's education
- Be responsible for the behaviour of their children to and from the school
- Encourage children to develop effective study habits at home
- Participate in parent/carer/teacher meetings to discuss attainment, progress and welfare
- Discuss progress reports with their children and contact the school if necessary

Appendix A – Our Purpose and Being Trafalgar

OUR PURPOSE

TOWARDS A LIFE FULFILLED

EMPOWERING YOUNG PEOPLE TO BE THE SOURCE OF
THEIR OWN SUCCESS

*Empowering young people to be the source of their own success
is our commitment in enabling our students
towards a life fulfilled*

TRAFALGAR VALUES



WE ARE RESPECTFUL
We treat people, including ourselves and our environment, with respect. We show consideration of other people's feelings and wishes.

WE ARE COMPASSIONATE
We understand how other people feel and we support each other. We recognise when someone is struggling and we help them.

WE ARE ASPIRATIONAL
We have strong desire to achieve greatness in everything we do. We are ambitious.

WE ARE DETERMINED
We are focused to achieve, even when a task is difficult. We remain committed to our end goal until we complete it.

WE ARE INCLUSIVE
We treat everyone fairly and equally and we understand that difference is something which makes society better.

WE HAVE INTEGRITY
We always do the right thing, even if no-one is watching

TOWARDS A LIFE FULFILLED

GREAT PEOPLE – GREAT TEACHING – GREAT OUTCOMES

being Trafalgar


being Trafalgar

CODE OF CONDUCT




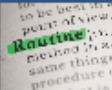



WHAT *WE* EXPECT FROM *YOU*

- BE ON **TIME**
- BE **EQUIPPED**
PEN, PENCIL, RULER & EXERCISE BOOK (AS A MINIMUM)
- LISTEN TO STAFF AND **ALWAYS**
COOPERATE
- DO NOT INTERRUPT **LEARNING** TIME
- COMPLETE **ALL WORK** SET
BEST WORK, FIRST TIME
- SHOW **RESPECT**
- WEAR UNIFORM **PROPERLY** AND
WITH **PRIDE**
- MOBILE DEVICES/SMART
WATCHES TO BE IN **YONDR** CASE

GREAT PEOPLE - GREAT TEACHING - GREAT OUTCOMES



Appendix C – Principles of Behaviour

 <h1>THE PRINCIPLES OF BEHAVIOUR</h1> <p>GREAT PEOPLE - GREAT TEACHING - GREAT OUTCOMES</p>		
BEFORE	 <p>ESTABLISH YOUR SEATING Seating plans (designed by the teacher not the student) are required for all classes (on ClassCharts) so that an optimum classroom climate is created and student needs are fully met.</p>  <p>VISIBLE KINDNESS A welcome and a smile goes a long way. Never bring your out of school issues into lessons. The students are not interested and we expect them to "leave it at the door." Every lesson is a new start with new opportunities.</p>	 <p>ROUTINES Have the same 'tight' routines at the start of every lesson so that students become familiar with what is expected of them – "come in quietly. Stand behind chairs" for example. Give the students responsibilities such as handing out books, collecting in homework. 'Behaviour in their own hands'</p>  <p>RESPECT - SPEAK KINDLY Expect respect from students but also give it back by being gentle, kind and caring – in the classroom, in the corridor, around the school site generally so that a climate of mutual respect pervades.</p>
START	<p>BE KIND BE PLANNED BE ORGANISED BE PREDICTABLE BE KIND BE PLANNED BE ORGANISED BE PREDICTABLE</p>	<p>BE PREPARED, BE CONFIDENT So that it models the behaviour we expect from our students. Own your classroom, walk around and be confident.</p> <p>ON ARRIVAL, NOTICE Make sure you notice these and take action if there are issues - challenge proportionately. Make late arrivals feel they have missed something so that students think you don't miss a thing.</p> <p>QUIET STARTS Establish silence – However long it takes. Train the students – a quiet pause is best – Use the language "quiet and purposeful" so that a learning environment manifests itself.</p>
DURING		<p>MODEL THE BEHAVIOUR GOOD BEHAVIOUR NEEDS TO BE EXPLICITLY TAUGHT AND RELIGIOUSLY PRACTICED Many students will get this teaching at home, some will not. We need to model this for all students, all the time. The Academic Standards are a great point of reference.</p> <p>CONSISTENCY IS KEY "WARM STRICT!" You must be firm (never wavering on a decision), fair and consistent in your classroom control and warm in your words, mood and your interpersonal relationships. 'Warm strict!' so that students react in the way the school expects.</p> <p>PACE - TIME EVERYTHING Be clear on what needs to be done. What doesn't get finished in lessons must be finished. Books with 'gaps' are no-no! Deadlines matter so that students understand the importance of completion.</p> <p>80% REWARDS / 20% SANCTIONS Reward – Reward - Reward and appreciate the work and the attitude of students. Let them know you are rewarding them and what for so that positive behaviour is reinforced and celebrated.</p> <p>USE THE BEHAVIOUR SYSTEMS. ACCURATELY Issue sanctions only when required to modify behaviour. Appreciate the importance of 'Mend and Move on' Meetings. Make sure students know if they are on the detention list by checking Class Charts.</p> <p>MISTAKES HAPPEN If you know that you have made a mistake in your behaviour management - admit it. Students will think much more of you if you show you too can make mistakes.</p>
AFTER		<p>FOLLOW THROUGH - ADD REWARDS Add rewards. Do not throw away the trust you have built by forgetting to add rewards. A postcard or phone call home goes a long way so that a relationship is built if times get tough.</p> <p>FOLLOW THROUGH - CERTAINTY Follow up any repeated negative behaviours with the students, their tutors, their Head of House or their parents so that patterns of negative behaviour are eradicated. Do not struggle on your own or simply put up with it.</p>