



William Amory Primary School Behaviour Policy

Rationale

At William Amory Primary School, we believe that everyone has a right to learn and to be safe at school. Good behaviour and self-discipline are at the heart of effective learning and are vital for children to live successful and happy lives both during and beyond their school years. We therefore expect everyone to maintain the highest standards of personal conduct, to accept responsibility for their behaviour and encourage others to do the same.

We place a strong emphasis on building a culture of respectful, kind behaviour through working together. We aim to provide an environment which is based on equality, dignity, respect, non-discrimination and participation. This includes learning and teaching in a way that respects the rights of both educators and learners and promotes wellbeing. We aim to develop independent young people who are self-disciplined and who are able to self-regulate and manage their own behaviour.

We value and promote positive relationships between adults and children. All adults across the school will be consistent with our expectations, actions and routines so that children feel safe and understand what the expectations are.

This policy also links to our Safeguarding policy and to our ethos as a Rights Respecting School, in particular, Article 28 (right to education) *Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights.*

Aims

- To create a culture of exceptionally good behaviour; for learning, for community and for life
- To build good relationships based on respect, dignity, equity, kindness, honesty, trust and fairness
- To encourage children to be self-aware and self-disciplined so that they choose to be respectful, responsible, kind and safe
- To promote high self-esteem, good wellbeing, and respect for each other and ourselves
- To encourage learners to take control over their behaviour and be responsible for the consequences of their choices
- To create an environment where we encourage, recognise and value kindness, care, good humour, and empathy
- To teach appropriate behaviour through positive, supportive, nurturing, consistent approaches
- To ensure that all learners are treated fairly, valued as individuals, shown respect, develop good relationships and are able to learn effectively

Expectations of Adults

Effective behaviour management is everyone's responsibility. High-quality behaviour for learning is underpinned by strong relationships, good lesson planning and positive recognition. All staff are required to follow the approach to managing behaviour which is set out below.

We expect all staff to:

- Meet and greet every child each morning
- Refer to and remind children of our rules: 'Respectful, Responsible, Kind, Safe'
- Praise in public, remind / reprimand in private
- Model positive behaviours
- Plan lessons that engage, challenge and meet the needs of all children
- Be calm and give 'take up time' when going through the steps; *prevent before sanctions*

- Follow-up every time, and encourage children to reflect on, correct and learn from their behaviour
- Never ignore or walk past learners who are behaving badly in class or around school
- Recognise and reward children whose effort goes 'over and above' expectations and those who consistently demonstrate a positive attitude and effort.
- Give children a 'fresh start' every lesson
- Help children learn and feel confident
- Be just and fair
- Not punish children for somebody else's wrong choices
- Have a sense of humour!

Our Rules

We have four rules which we teach, explain and refer to regularly:

- Be respectful
- Be responsible
- Be kind
- Be safe

So that everyone can learn and everyone can be happy.

We teach behaviour and routines positively in relation to these rules. This system applies to all behaviour interactions between adults and children in school, although there may be exceptional circumstances where additional support is needed to ensure the health and safety of pupils and/or staff.

Recognition and Rewards

All staff will be looking for children who go 'over and above' expectations. We recognise children's good behaviour, attitudes to learning, and achievements using the following rewards:

Praise

The use of praise in developing a positive atmosphere in the classroom and playground cannot be underestimated. It is key to developing positive relationships, including with those learners who are hardest to reach. For many children, a quiet word of personal praise can be as effective as a larger, more public reward. Where staff give praise or rewards to children who are not in their class, they need to inform the class teacher.

Notes/Messages Home

Notes/ messages/ phone calls home can be sent to parents/carers by any member of staff to share their child's successes.

Team Points

These are awarded to individuals and collected for the teams. They will be recorded on Class Dojo or the class recording sheet.

Individual Class Rewards

Individual class rewards eg. collect points/ marbles in a jar. Once 10 points are earned, children have a small reward which can vary per class eg. 5 minutes extra playtime, have the Lego out – children can suggest ideas.

Celebration Assembly

During this assembly, weekly celebrations are shared which will include Star of the Week awards. These may be given for demonstrating our school values or other qualities particularly well, for excellent learning, effort or other outstanding achievement.

Rewards can never be taken away. Every day is a fresh start.

Sanctions

Engagement with learning is always the primary aim. For most learners, a gentle reminder in the right direction is all that is needed. The main aim is to prevent inappropriate behaviours before issuing sanctions. We need to praise the behaviour we want to see. Steps should always be used with care and consideration for individual needs where necessary and all learners must be given 'take up time' in between steps. Although there are occasions when it is necessary, every minute a learner is out of the lesson is one where they are not learning.

Reminders of the expectations for children will be delivered privately to the individual child to refocus them, when needed. The teacher is making them aware of their behaviour and the child has a choice to do the right thing. We want to avoid endless discussions around behaviour, so that children return to their learning as quickly as possible.

No whole class sanctions: a whole class reminder might be necessary but we need to acknowledge to the class that we know it won't be everyone (to avoid making anxious children more anxious or being unfair).

Always explain to the child why sanctions have been given. Record sanctions on class sheet (new sheet each week). Teach the children that their choices lead to rewards or sanctions. Where staff give sanctions to children who are not in their class, they need to inform the class teacher.

In the Classroom

Gentle encouragement, a 'nudge' in the right direction, reminder of rules *Respectful, Responsible, Kind, Safe* will be given before the use of sanctions.

1. **Calm reminder** - a clear verbal reminder of the expectations *Respectful, Responsible, Kind, Safe* delivered individually and privately wherever possible. Make the child aware of their behaviour and clearly outlining further sanctions if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good behaviour to prove they can make good choices. Deescalate where reasonable and possible and take the initiative to keep things at this stage.
2. **Calm reminder and reflection**- the child is asked to speak to the teacher away from others. The child is given a final opportunity to re-engage with the learning/follow instructions, and reminded that "Time Out" may be needed (*see phrases below*). Either: take a minute at the end of the lesson to reset boundaries and ask the child to reflect on their next step (they are reminded of previous good behaviour/ attitude/ learning). Or: move to step 3.
3. **Warning and Time out** (always supervised). If step 2 is unsuccessful, then the child will be asked to work in a different part of the classroom or to leave the room to work in a different classroom (pre-arranged).
4. **Warning and see Headteacher**. If a further warning is gained, child to see headteacher. Also, if a more serious issue has occurred, it may be necessary to go straight to 4. If the child is clearly upset or agitated, time out to calm down may be appropriate.

At Breaktime/ Lunchtime

Behaviour expectations remain the same during breaktimes and lunchtimes. Gentle encouragement, a 'nudge' in the right direction, reminder of rules *Respectful, Responsible, Kind, Safe* will be given before the use of sanctions.

1. **Calm Reminder** - repeat quick, quiet reminders if necessary to de-escalate. Praise where the learner is modelling good behaviour.
2. **Verbal Caution** – deliver privately if possible. Make the child aware of their behaviour and outline

the next steps/sanction if it continues, and that “Time Out” may be necessary. Give them a final opportunity to engage and offer a positive choice.

3. **Warning and Time out** (always supervised). If step 2 is unsuccessful, then the child will be asked to stay with the adult (not standing against the wall) or it may be necessary for them to spend time away from the playground.
4. **Warning and see Headteacher**. If a further warning is gained, child to see headteacher. Also, if a more serious issue has occurred, it may be necessary to go straight to 4. If the child is clearly upset or agitated, time out to calm down may be appropriate.

Time out/cooling off

If the child has continued to make the wrong choice and the behaviour has continued, then explain to the child that they may need some ‘Time Out’ if the behaviour continues. This should be explained using a non-threatening approach, side-on, eye-level or lower:

1. State the behaviour that was observed and which rule/expectation/routine it contravenes.
2. Tell the pupil what the consequence of their action is and refer to previous good behaviour/learning as a model for the desired behaviour.
3. Walk away from the child; allow them time to decide what to do next. If there are comments as you walk away, keep a note of them and follow up later when the child is calm.
4. Ensure the consequence is followed-up as a result of the negative behaviour, e.g. child stays behind for two minutes after class/ child misses break time.

Example phrases to be used for consistency across school:

- *I noticed you are....’ (wandering around the classroom distracting others)*
- *‘You are not showing our school rules...’ (respectful / responsible/ kind/ safe)*
- *‘You have chosen to ...’ (stay behind at playtime to catch up with work)*
- *‘Do you remember when you...’ (finished all your writing)*
- *‘This is what I need to see today. Thank you’ (for listening)*

If the child continues not to engage, the ‘time out’ or cooling off period is needed. In the classroom, the child may need to work in an agreed parallel class. In EYFS, this may instead involve staying by the teacher. At break time/ lunchtime, this could be a short time in a quiet part of the playground (not standing by the wall) or staying with an adult. If a child is unable to do these things then they may need time off the playground.

If the child refuses to have ‘time out’, additional support may be needed from the nearest adult or member of the Senior Leadership Team if required.

Any unacceptable/ extreme behaviour should be reported to a member of the Senior Leadership Team who is available to provide support, and recorded on the behaviour incident form.

Additional sanctions

Depending on the circumstances, additional sanctions may be used, eg:

- Finish work at breaktimes. This is to be overseen by the class teacher/TA or, if on duty, another member of staff.
- Miss part of breaktime/all of breaktime. Overseen by class teacher/TA. Adults to think about how much time the behaviour warrants e.g. aggressive behaviour would warrant more than 5 minutes.
- Finish work/miss all or part of lunchtime. This will be agreed with the Senior Leadership Team who will decide where the child will be based during this time.

Unacceptable/ Extreme Behaviour

There are some behaviours which are unacceptable, particularly serious or extreme and need to be dealt with by a member of the Senior Leadership Team. They include:

- Violence / aggression towards other pupils / staff

- Swearing and use of offensive language
- Leaving the classroom without permission or being dangerous in the classroom
- Discriminatory comments about gender, sexuality, race, religion, disability or background
- Confirmed bullying

If any such behaviours are identified, an instant sanction will be delivered once it is clear that the child has displayed one of these behaviours. The member of staff involved needs to discuss next steps with a member of the Senior Leadership Team and a decision will be made as to whether the child will remain with staff during playtime/lunchtime.

Depending on the nature and timing of the incident, a member of the Senior Leadership Team may come and see the child straight away or speak to the child at the next breaktime. This will mean they miss the following playtime/lunchtime and parents/ carers may need to be informed. The class teacher and headteacher will agree when this is necessary. A conversation will take place to discuss the behaviour with the child and, if appropriate, with the child's parent/carer present.

Where behaviours are particularly serious or extreme, fixed term or lunchtime exclusion may be necessary (see 'Exclusions' section). For some children, where there is continued extreme behaviour or difficulty, it may be necessary to provide additional strategies or support (eg. emotional support, anger management) and we may put in place a risk assessment and/or ABC forms/ tally timetable so that we can determine the most appropriate support.

All staff will respond to each child at whatever emotional or social age s/he appears to be and plan accordingly. We may use an assessment tool called the Boxall Profile to show progress and also help identify gaps in emotional and social development. We will help children to develop their vocabulary so that they can express their feelings in words rather than showing extreme behaviours through their actions.

Bullying

We take any allegations of bullying seriously and investigate them fully. Further information about this can be found in our Anti-bullying policy and in the Child-on-Child Abuse section below.

Sexual Abuse and Sexual Harassment

Our staff are kept up-to-date with current research findings and legislation. Staff are aware of behaviours, which constitute sexual abuse/harassment. As a school, we have zero tolerance to these behaviours. We are aware that these incidents may happen and our approach to dealing with these will be on an individual basis. We will work with the child and parents/carers, as well as consulting with external agencies if required to help them understand and identify their behaviour choices and its impact on others.

In school, we ensure that we are proactive in educating children on the subject of sexual abuse and harassment through our PSHE and RSE curriculum. We also use additional resources if we feel further education is required. Any incidents are recorded and reported to Governors and, if deemed necessary, wider agencies such as Social Care or Staffordshire Police.

Reporting incidents of Sexual Abuse or Harassment

Staff member to report incident, once they have all the details to a member of the Senior Leadership Team (SLT) or Designated Safeguarding Lead (DSL). SLT/DSL will decide what approach needs to be taken with the incident. A conversation will take place with the perpetrator(s) and a separate conversation will take place with the victim(s).

From this discussion, it will be decided on whether wider agencies need to be involved. Parents/ carers will be informed of the incident. The perpetrator will have a conversation with a member of staff about

understanding their actions and what they can do to change/improve their behaviour choices. A decision will be made as to whether further activities need to be built into the curriculum to educate all children on acceptable behaviours.

It is important that the school take into consideration the following when deciding on the appropriate sanctions, in line with the Hackett continuum:

- Age and developmental stage of the alleged perpetrator(s).
- The nature and frequency of the alleged incident.
- How to balance the sanction alongside the need for further education or safeguarding support.

Child-on-Child Abuse

Again, staff are kept up to date with recent research and legislation. Staff all understand the importance of challenging inappropriate behaviours between children. Child-on-Child Abuse is dealt with in a similar way to sexual abuse/harassment. We deal with each incident on an individual basis, whilst firmly believing that education is crucial to ensure children develop an understanding of what is acceptable and unacceptable behaviour and its impact on others. All incidents are recorded and categorised in our online system. Parents/Carers will be informed of incidents. Incidents are also reported to Governors and if needed to Social Services or Staffordshire Police.

Child-on-Child abuse can include bullying (including cyberbullying, prejudice based and discriminatory bullying). As a school, these are taken seriously, and we have included opportunities within our curriculum (PSHE, online safety) and assemblies, to educate children to gain an understanding of what is acceptable and unacceptable behaviour. We continue to challenge these behaviours to ensure we have a safe environment and culture for all our children. Again, these will be dealt with on an individual basis, but within our behaviour policy, bullying is classed as one of our serious behaviours when confirmed after investigation and if further systems need to be implemented, then this will be agreed by the Senior Leadership Team.

Behaviour Incident Recording

All staff have a responsibility to record behaviour incidents on the relevant behaviour form, and it may also be necessary to complete a risk assessment, ABC forms and add the information to *MyConcern*. If a sanction has been given, the incident will be recorded but some lower level behaviours may also need to be recorded (especially if behaviour patterns are emerging).

All records should be completed accurately and provide a clear and factual report of events. All incidents should be recorded in a timely manner (ideally before leaving school at the end of the day, preferably as soon as the incident has occurred) and ensure a key member of the Senior Leadership Team is alerted if needed. A member of the Senior Leadership Team will be available during lunchtimes for any behaviour incidents. The class teacher and headteacher will agree when it is necessary to inform parents/carers.

Individual Behaviour Plans

For children, where repeated unacceptable behaviour continues even after support, then a discussion with the Headteacher needs to be organised and an Individual Behaviour Plan may be developed. This plan should have the involvement of the child and parents, and targets will be agreed which the child will work on. The child needs to be clear on what the expectation is and the strategies that have been put in place to support the child to achieve the appropriate behaviour.

Exclusions

The decision on any fixed-term exclusion or permanent exclusion will be made in conjunction with the William Amory Primary School Exclusions Policy (2023) which is based on DfE guidance.

Principles

Exclusion is a sanction used by the school only in cases deemed as serious breaches of the School Behaviour & Relationships Policy. A pupil may be at risk of exclusion from school for:

- Verbal or physical assault of a pupil or adult;
- Persistent and repetitive disruption of lessons and other pupils' learning;
- Extreme misbehaviour, which is deemed outside the remit of the normal range of sanctions.

A Fixed Term Exclusion from the school can only be authorised by the Head Teacher (or Deputising Teacher in her absence). If none is available to authorise the exclusion, a decision should be deferred until the opportunity for authorisation is available.

In the case of a Permanent Exclusion, this can only be authorised by the Head Teacher and must only be done after consulting the Chair of the Board of Governors of the intention to impose this sanction, although the final decision rests with the Head Teacher of the school. If the Chair of the Board of Governors is on the appeals panel, then the Vice Chair of Governors would need to be informed as otherwise the Chair would not be able to sit on the panel due to them having extensive knowledge of the case.

Notification of an Exclusion

Parents will be notified as soon as possible of the decision to exclude a pupil and the reason for the exclusion. This will be done on the day of the exclusion being authorised by either direct phone contact or a face-to-face meeting. A written confirmation of the reason(s) for the exclusion will be sent to parents the same day. The notification letter covers issues such as the right to make representation, pupil not to be seen in public place and details of any work provision.

In the case of a Permanent Exclusion, parents will be notified by the Head Teacher in a face-to-face meeting. A pupil who has been excluded will have the reason for his/her exclusion explained to them by a member of staff, which should be the Head Teacher so that they understand the nature of their misbehaviour.

The school will also work to put in place a programme for the pupil on his/her return. This will include input from staff at the school, parents, if appropriate, and any other appropriate bodies. Should it be decided, for whatever reason, the matter needs to be put in the hands of another agency i.e. the incident leads to the discovery that there is a child protection issue, the school will continue to monitor the situation and work closely with that agency. It is hoped that in most cases following exclusion, the child will be able to return to school and that further input will promote in him/her a more positive attitude and a subsequent improvement in behaviour.

The Chair of Governors and relevant school staff will be notified of all Fixed Term Exclusions the same day of the production of the exclusion letter. The Head Teacher will report termly to Governors on exclusions. All exclusions are reported to the Local Authority.

Confiscation of inappropriate items

It is within the power of a member of staff to confiscate, retain or dispose of an item so long as it is deemed reasonable. A member of staff also has the power to confiscate property that may be deemed as inappropriate or a danger to other members of the school community.

Power to use reasonable force

Members of staff have the power to use reasonable force to prevent pupils committing an offence, injuring themselves or others, or damaging property, and to maintain good order and discipline in the classroom. Staff will be appropriately trained to ensure the health and safety of all involved in the unlikely event of the use of reasonable force.

Power to search without consent

Paid staff have the power to search for prohibited items without consent, using reasonable force if required. The items include: knives, weapons, alcohol, drugs, stolen items, tobacco products, fireworks, pornographic items. In this school these searches will only be carried out by either the Head Teacher or Senior Leader, who will always have another member of staff present whilst conducting the search. Items found will be dealt with as per the legislation in Section 550ZA of the Education Act 1996.

Legislation and Guidance

This policy sets out the expectations for our children's behaviour. It is set within the context of the following legislation and guidance:

- Sections 89 - 90,94 of the Education and Inspections Act 2006
- Equality Act 2010
- Schools (Specification and disposal of Articles) Regulations 2012
- 'Behaviour and Discipline in schools – *Advice for Head teachers and school staff*' DfE, 2016 and associated guides.
- SEND Code of Practice 2014 (and updates)
- '*When the Adults Change, Everything Changes*' Paul Dix - Pivotal Education, 2017

The policy should be read in conjunction with policies for Anti-bullying; SEND; Equality and Diversity; Safeguarding, PSHE.

Monitoring and Review

This policy will be monitored through staff discussions, analysis of rewards and sanctions records and other relevant information. The policy will be formally reviewed every two years or in the light of any relevant legislative changes or updated guidance.

Policy Date: September 2023

Next Review: September 2025



William Amory Primary School – Behaviour Policy

Appendix 1 – Summary of Steps (to be displayed in classroom)

Steps	<u>Actions In the Classroom</u>	<u>Actions at Break/ Lunchtime</u>
Informal	Gentle encouragement to do the right thing, reminder of rules <i>Respectful, Responsible, Kind, Safe</i> . Positive behaviour to be praised.	
1. First reminder	<p>1. Calm reminder - a clear verbal reminder of the expectations <i>Respectful, Responsible, Kind, Safe</i> delivered individually and privately wherever possible.</p> <p>Make the child aware of their behaviour and clearly outlining further sanctions if they continue. The child has a choice to do the right thing. Children will be reminded of their previous good behaviour to prove they can make good choices. De-escalate where reasonable and possible and take the initiative to keep things at this stage.</p>	<p>1. Calm reminder - repeat quick, quiet reminders if necessary to de-escalate. Praise where the learner is modelling good behaviour.</p>
2. Second reminder	<p>2. Calm reminder and reflection- the child is asked to speak to the teacher away from others. The child is given a final opportunity to re-engage with the learning/follow instructions, and reminded that “Time Out” may be needed (<i>see phrases</i>).</p> <p>Either: Take a minute at the end of the lesson to reset boundaries and ask the child to reflect on their next step (they are reminded of previous good behaviour/ attitude/ learning). Or: move to step 3.</p>	<p>2. Verbal caution – deliver privately if possible. Make the child aware of their behaviour and remind them of the next steps/sanction if it continues, and that “Time Out” may be necessary (<i>see phrases</i>). Give them a final opportunity to engage and offer a positive choice.</p>
3. Warning and Time Out	<p>3. Warning and Time out (always supervised). If step 2 is unsuccessful, then the child will be asked to work in a different part of the classroom or to leave the room to work in a different classroom (pre-arranged).</p>	<p>3. Warning and Time out (always supervised). If step 2 is unsuccessful, then the child will be asked to stay with the adult (not standing against the wall) or it may be necessary for them to spend time away from the playground.</p>
4. Warning and see Headteacher	<p>4. Warning and see Headteacher. If a further warning is gained, child to see headteacher. Also, if a more serious issue has occurred, it may be necessary to go straight to 4. If the child is clearly upset or agitated, time out to calm down may be appropriate.</p>	

Additional sanctions may be used, eg: finish work at breaktime/ miss part or all of breaktime (always supervised by an adult). Missing part of lunchtime/ finishing work at lunchtime to be agreed with the Senior Leadership Team who will decide where the child will be based during this time.

Any unacceptable/ extreme behaviour (eg. violence, aggression, swearing, discriminatory comments) or refusal to have ‘time out’, may need support from nearest adult/ member of the Senior Leadership Team and will need an instant sanction. It should be reported to a member of the Senior Leadership Team and recorded on the behaviour incident form. Parents/ carers may need to be informed (to be agreed by class teacher and headteacher).

Appendix 2 - Teaching Behaviour, Expectations and Routines

Adults will teach children about what is and is not acceptable behaviour. They will put in place routines to children understand expectations and behave well, be positive and treat children with dignity, not humiliate or embarrass them.

For example, we will:

- Take time to practise the routines and expectations. We will demonstrate high expectations eg. Not continuing talking if someone is talking at the same time or messing with equipment
- Always be in the classroom to meet the children – if there is only one adult in class, they will stand in the doorway to supervise cloakroom as well as the classroom
- Explain what the children should do when they come in (in the morning, after each lesson)
- Ensure that children settle quickly to work and no time is wasted
- Move children into lessons quickly, not waiting in the corridor
- Teach the children how to line up eg. for assembly/ moving classrooms
- Teach the children to tidy up and respect property
- Make sure that the children know what the expectations are during indoor breaks eg. Sitting down, which equipment they can use (no computing equipment should be used at break times unless closely supervised by an adult at all times. This is to avoid any online safety issues).
- Teach routines for moving around the classroom eg. from carpet to tables
- Ensure that children are properly supervised at all times
- At break times, make sure that there is always more than one person on duty
- Ensure that children know the expectations for outdoor breaks, eg. which equipment can be used where; where they can go when on the grass (not down the banks or where they can't be seen)
- Model the behaviour we want to see
- Acknowledge those doing the right thing - children will live up or down to our expectations.
- Help the children to help themselves so that they develop self-discipline and make good choices
- Listen to all sides if there's a problem and investigate fully so that we are fair. Eg, asking: *What has happened?; What were you thinking at the time? Who has been affected by your actions? How have they been affected? What needs to be done to make things right? How can we do things differently in the future?*
- Tell the children what we want them to do, eg. "Walk" rather than "Don't run"
- Use a common language eg:
 - Well done X for doing Y; thank you X for helping Y/ being ready quickly
 - X, I asked you to do Y, you're not respecting Y's right to learn/ play/ be safe.
 - I expect you to... /You need to...
 - Yesterday you did X, that's what I'd like to see now...
 - I'm sure you will try to.....
 - I've noticed that...
 - You know the school rules....
 - Because of that, you need to....
 - Do you remember yesterday/ last week when (previous positive).. and how you felt? I expect you to.../ that is who I need to see today
- Use short rhymes or sayings to help children remember what to do eg.
 - Carpet to tables – eg. 1 stand up, 2 let's move, 3 sit down
 - 3 things my line should be – smart, straight, quiet
 - One two three – eyes on me
 - Magnet eyes
 - Hands free – look at me
 - Singing/ Signal – counting, clapping, instrument
 - Wonderful walking

These should be the same for all staff who take the class.

Appendix 3 - The Importance of Consistency

Consistent cultures of excellent behaviour management

When people talk about behaviour they obsessively search for the instant solution. Some peddle magic dust or 'behaviour systems' that glisten yet quickly fade. Others relentlessly scream for a bigger stick to beat learners down with. Both extremes harbour an irresistible idea that there is a shortcut to changing behaviour. They sell the lie that you can provoke sustained behavioural change in others without doing much hard work yourself. The truth is that there is no alternative to the hard work: building relationships with those who would rather not, resetting expectations with those who trample them, being relentlessly positive and sustaining a poker face when confronted with challenging behaviour.

Consistency in practice - Paul Dix

- 1) Consistent language; consistent response: simple, clear, high expectations reflected in all conversations. Children are responsible for their own behaviour and need to learn this.
- 2) Consistent follow up: ensuring 'certainty' through all staff. Taking responsibility for behaviour interventions; seeking support if there are serious behaviour incidents eg violence, dangerous behaviour, threats to others, as it is important to keep yourself and other children safe.
- 3) Consistent positive reinforcement: remind the children about how we reinforce, encourage and celebrate appropriate behaviour and why it is important; maintaining a positive attitude and developing positive relationships.
- 4) Consistent consequences: remind the children what these are.
- 5) Consistent, simple rules/agreements/expectations: referring to class charters, school rules and expectations.
- 6) Consistent respect from the adults: even in the face of disrespectful learners!
- 7) Consistent models of emotional control: emotional restraint that is modelled and not just taught, teachers as role models for learning.
- 8) Consistently reinforced routines for behaviour around school: in classrooms, in shared areas, in the corridor.
- 9) Consistent environment: consistent messages and echoes of core values, interesting lessons, well-prepared, well-organised – ready!

Appendix 4 -The Principles of Behaviour – from ‘Running the Room’ by Tom Bennett

Behaviour is a curriculum. Being well-behaved is a combination of skills, aptitudes, habits, inclinations, values and knowledge. These can be taught.

Children must be taught how to behave. Being well-behaved is not an accident of birth. Pupils do not create themselves. We are all the products of our circumstances. Pupils who behave well have been taught these things already. If they have not, the teacher must try to do so.

Teach, don't tell, behaviour. Behaviour cannot be modified in the long-term by simply telling students to behave. The behaviour curriculum must be taught, similarly to how we would teach an academic or practical subject.

Make it easy to behave and hard not to. Some pupils find it harder to behave than others. Remove any obstacle you can to help them develop better habits. Provide support for them to achieve the expectations you have of them. Challenge low standards every time. Make good behaviour satisfying.

No single behaviour strategy will work equally with all pupils..... Different people are motivated for different reasons. The wise teacher uses a range of strategies to reach as many pupils as possible.

Good relationships are built out of structures and high expectations. The teacher-pupil relationship is important, but it is built on trust – and trust is built on mutually predictable behaviour... and that requires sincerely executed norms and routines. However, we do not expect pupils to only behave when they have a strong relationship with all staff. The expectation is that students should behave well because it is the right thing to do.

Pupils are social beings. No man or woman is an island. Our behaviour is strongly influenced by other people. Other people and their opinions matter to us. If you teach a class, you teach a group, and group dynamics are not the same as solo or pair behaviour.

Consistency is the foundation of all good habits. Practice makes perfect. Perfect practice is better. Habits only last as long as long as they are performed. As soon as we stop practising, we start to lose that habit.

Everyone wants to matter. The need to matter, to be valued, to form sincere relationships with others, is at the heart of being human. Pupils need to know they can find these in their education, or they will seek them elsewhere.

My room, my rules. The teacher is the authority in the classroom. This authority is rooted in necessity, compassion and efficiency. Children need an adult. The teacher's power entails great responsibility.