1. Aims of this Policy

The Academy Council and Staff of The Hart School are committed to promoting high standards of behaviour. This policy puts into effect The Hart School's principles for promoting positive behaviour for learning with the aim of enabling all students to achieve their potential. It sets out the whole school approach to behaviour management in order to achieve a positive whole school learning ethos.

We seek to uphold at all times The Hart School core values:

- **Solidarity** – Supporting each other at all times
- **Ethical Values** – Openness, honesty, social responsibility and caring for each other
- **Equality and Equity** – Being fair to all others and giving equal rights to all
- **Democracy** – Giving all students a voice in the way we run our school
- **Self Help and Responsibility** – Encouraging all in the school to help each other by working together and helping people help themselves

This policy:

- defines the expectations we have of each member of the community
- provides clarification on what high standards of behaviour are and the consequences of unacceptable behaviour
- provides guidance for teachers to promote good practice and outlines sources of support for dealing with all types of behaviour
- provides a clear, stepped approach when dealing with incidents of unacceptable behaviour that ensures consistency of response by all staff
- provides clear guidance on rewarding students
- promotes equal opportunities for all students in our community
- promotes a culture of praise and encouragement in which all students can achieve

This policy should be read in conjunction with the CET Behaviour For Learning Policy located on the Hart School website

These aims reflect The Hart School's commitment to developing confident and competent, young adults that are fully prepared, with the appropriate social, emotional and academic skills, to enter the next stage of their lives, whether this is higher education or the work place.

The school has high expectations of its students, teachers and other members of the school and it works in partnership with other local schools and businesses to ensure the school both enhances and contributes to the local community.

We recognise that some students may have behavioural difficulties which differ from being ill disciplined and we strive to address these kinds of behavioural needs.
through intervention strategies to enable the student to modify and change the behaviour.

2. Mission Statement
The Hart School defines high standards of behaviour as behaviour that demonstrates cooperation, consideration, respect and courtesy. Every member of our community has a responsibility for modelling good behaviour and everyone has a right to feel safe, respected and valued. The school is determined to promote the spiritual, social and cultural development of each individual student.

3. Principles
We believe:

- high standards of behaviour are essential for effective teaching and learning to take place
- high quality teaching promotes effective learning and encourages high standards of behaviour
- everyone should treat each other fairly and with mutual respect
- we should listen to the views of others
- people should take responsibility for their actions and accept the consequences of their behaviour choices
- students should be encouraged and supported to learn from their mistakes in order to make the necessary improvements in their behaviour to achieve success
- the school should be a safe environment, free from disruption, violence, bullying, harassment or discrimination of any kind will be eliminated
- it is important to encourage and maintain a positive relationship with parents and carers to develop a shared approach which involves them in the implementation of the school’s policy and associated procedures
- parents and carers will work in partnership with the school and support all sanctions stipulated in the behaviour policy
- it is our responsibility to develop the student’s self-esteem, self-discipline, regard for authority and positive relationships based on respect

4. Rewards
A school ethos of encouragement and praise is central to the promotion of high standards of behaviour; rewards are an integral means of achieving this. We believe that rewarding students makes them feel valued, builds confidence and motivates them to achieve. In addition, rewarding good behaviour enables students to realise that desirable behaviour, self-discipline and responsibility to self and others is highly valued in our community.

We recognise the importance of recognition, praising and rewarding our students in a way that is meaningful to the individual. We seek to use methods that students are motivated by and that inspire the students to achieve.

We will reward:

- regularly
- consistently
- sincerely

We will ensure that regardless of ability and age all students across the school will be able to benefit from the rewards process. It is consistently applied through departments, year teams and from teacher to teacher.
Rewards must be given fairly as a means of acknowledging effort, achievement and actions that meet The Hart School’s stated aims, values and principles.

The following principles apply when rewarding pupils for meeting and exceeding expectations:

- sustained effort
- good and improving behaviour
- progress
- caring for others and the environment
- upholding The Hart School core values
- participation
- consistently wearing uniform correctly
- demonstrating good organisation consistently
- positive attitudes/enthusiasm
- attendance and participation in out of school hours learning
- good attendance and punctuality
- additional responsibilities including student leadership
- being a good ambassador or role model for the school
- outstanding achievement

The school recognises the importance of sharing students’ successes with peers, parents and members of our community.

4.1 Class Charts
The Hart School uses the online Class Charts rewards system to award positive behaviour points. The system is used to support and encourage the school’s ethos and can be accessed by parents or carers at home in order to discuss the success of their child.

4.2 Class Charts Tariff
All members of staff award positive points for students who exceed expectations. Staff will use their discretion when awarding points, but will ensure that it reinforces the school’s values and principles as outlined in the Behaviour for Learning Policy.

It is expected that each lesson every member of staff will record whether a student is meeting expectations or not. Where a student is meeting expectations they will be awarded with positive points. Where a student is not meeting expectations they will receive a negative, recorded under amber behaviours. Where a student exceeds expectations, staff can award additional positive points e.g. for exceptional homework, contribution to the learning environment or any other additional contribution.

4.3 Attendance
Students will be awarded a positive point on a weekly basis if they achieve 100% attendance and one point for being on time for tutor time every day. In addition to the positive points, attendance certificates will be given to students who receive 96% or more attendance per term and will be awarded at the Director of Key Stage Leader’s assembly at the end of each term. The certificates will be awarded as follows:
Gold certificate 100% 10 extra positive points
Silver certificate 98-99% 6 extra positive points
Bronze certificate 96-97% 4 extra positive points

Three gold awards will lead to a Platinum Certificate. 10 extra positive points will also be awarded; these will be credited by the Attendance Manager.

4.4 Postcards and Phone calls home
Students in Years 7 – 11 may be awarded a prestigious postcard for recognition. They can be awarded for the following reasons:
- sustained good work over a period of time (at least a week) or an excellent piece of substantial individual work
- good behaviour, again over a period of time, or for a significant improvement in behaviour
- services in the school or community - this does cover a wide area, so that the award should be made to those who “put themselves out” for others.
- commendable involvement in other activities e.g. sporting events, plays or public speaking
- successful participation in competitions. (These may be awarded to individuals or teams).

Postcards are worth 5 behaviour points and will be credited to the student’s account by the class teacher.

Phone calls home to report positive behaviour may be used by staff to ensure that the praise is shared amongst our wider communities. To reinforce our commitment to the partnership between home and school staff may wish to use this motivational tool.

4.5 Principal’s Commendation
The Principal’s Commendation is awarded to exceptional students who are nominated by staff for their outstanding contribution to The Hart community.

This can be for academic achievement or success beyond the classroom. Students who are awarded a Principal’s Commendation will be recognised in The Hart School newsletter, ‘Hart of the Community’

4.6 Faculty Rewards
Each department has methods for celebrating specific successes within its subject. Heads of Faculty acknowledge the specific needs and requirements to be successful in their curriculum area and find appropriate ways to celebrate it. For example, the PE Faculty holds a ‘Sports Award’ event to celebrate their success.

Any departmental school award carries 5 behaviour points and will be credited by the Head of Faculty.

4.7 Year Group End of Term Awards
At the end of each term Year Group assemblies will be used to highlight: attendance, punctuality, outstanding contribution and achievement in addition to wider contribution to the life of the school or local community. Students nominated
for awards will be recognised in ‘Connect with the Hart’ and will receive 5 behaviour points, credited by the year Student Support Officer.

4.8 The Hart School Awards Evenings
Students from each key stage are identified for outstanding Attitude to Learning, attainment and progress are invited to the Awards Evening at different points during the year. Students are presented with a certificate. Parents/Carers, family and friends are invited to come and share the celebration of their loved one’s success.

5. Discipline Procedures
This Behaviour for Learning Policy will support The Hart School in achieving excellent student behaviour and discipline, both in school and out of school and in the wider community. The school requires its students to:

- behave in a way which demonstrates cooperation and consideration for other students in terms of their learning and builds positive relationships with other students within classrooms, school and the community
- behave in a way which demonstrates courtesy towards teachers, teaching assistants, and all other adults and students

5.1 Expectations
These expectations have been drawn up following discussion and agreement between staff, students, parent/carers and governors. The Hart School is a community which consists of students and adults working together to achieve success. These expectations should be displayed in every classroom. (Appendix 1)

However, students are permitted to have a bottle of water on their desk during lessons; no other drinks will be permitted.

- Students should treat the school environment with respect
- Chewing gum is not permitted anywhere in the school
- Students must not use out of bounds areas, particularly the car parks and zones that are not allocated to their year group.

5.2 Uniform
As a member of the school, students will develop a sense of pride in themselves and their uniform. Parental co-operation is imperative in order to achieve this. The school expects all students in Years 7-11 to wear their uniform correctly at all times.

- Grey blazer with school badge.
- Plain white shirt with stiff collar and a top button.
- School tie.
- Black school trousers (not leggings, tight fitted trousers or jeans)
- Black tailored school skirt – KNEE length (tight fitted skirts are not acceptable)
- Plain black tights or socks (socks must be below the knee)
• Plain black, polishable leather/leather looking shoes (Platforms, boots, canvas shoes or pumps are not allowed). Shoes should have no coloured logos.
• Students are required to attend school with a hairstyle appropriate to the uniform policy. Hair colour should look natural so there should be no noticeably dyed hair or extreme styles.
• Facial piercings and tattoos are not allowed.
• Shirts must be tucked in at all times.
• Hooded tops and fashion jumpers are not permitted.
• Blazers must be worn at all times unless permission is given in lesson by the class teacher.
• Make up is discouraged but when worn, should be discrete and natural-looking.
• Nails should be natural-looking and short enough to permit safe sporting activities and class-based work.
• All students should bring a school bag.

Non-compliance
All students are expected to wear the correct uniform at all times, however, it is recognised that at times, there may be issues with uniform.

If a student is not in correct uniform they should bring a letter from home stating why. SSOs will check uniform each morning and issue a green uniform sticker indicating when the uniform should be corrected. Form Tutors will support SSOs in ensuring that uniform is checked, phone calls are made and standards are maintained. Uniform information will be placed on the ‘Uniform Tracker’ by the SSO. Should the issue continue, the SSO should contact home to rectify the issue as a matter of urgency.

Refusal to wear the correct uniform may result in the student being sent home or placed in isolation. Some uniform may be available for students to borrow from the appropriate SSO.

Coats should not be worn in the corridors or classrooms and should be placed in bags or lockers.

5.8 Mobile Phones (For further information see CET Safeguarding policy)

Mobile phones are not to be used or seen at any time during the school day. If they are brought into school they must be switched off and stored in the bottom of bags or blazer pockets for the day.

1. Students who breach these rules will have the mobile phone confiscated.
2. The member of staff should apply a consequence and record this on Class Charts.
3. On the first occasion, the student can collect their phone at the end of the day from reception.
4. A letter will be sent home by reception. This will be recorded by reception staff.

If a student has their mobile phone confiscated on a second occasion:

1. The mobile phone will be confiscated.
2. The member of staff should apply a consequence and record this on Class Charts.
3. On the subsequent occasions, the DoKS should be made aware, contact should be made home and parents/carers should collect the phone. The pupil will not be allowed to collect the phone themselves.
4. If the student continues to use their phone, a member of SLT will be involved and the pupil may be issued with a FTE.
5. If the phone has not been collected by parents by the end of the week, the student will be allowed to take their phone home at 3.10 on that Friday.

Post 16 students will be allowed to use their mobile phones. However, they must not be used in areas of the school where there are Key Stage 3/4 students. This is in line with expectations of staff.

Refusal to hand over a phone will result in a Call Out. Should the pupil still not hand over their phone, the member of staff should contact home. Continued refusal to co-operate will result in a FTE.

5.9 Confiscated Items

The School follows the DfE guidance with regard to the confiscation of inappropriate items. When items have been confiscated, they should be placed in a confiscation bag, the pro-forma completed, signed by the pupil and taken as soon as possible to reception. When mobile phones are confiscated, they must be turned off prior to the above procedures. They will be locked in a safe.

The main office is responsible for maintaining the log of whose phone has been confiscated.

5.9 Outside the School Premises

The Hart School has high expectations of behaviour both on and off-site and students are expected to uphold and maintain the principles. The school has statutory powers to regulate the behaviour of students when they are off the school premises and not supervised by school staff.

The school will apply appropriate sanctions to regulate offsite behaviour if it is felt that the school has been brought into disrepute. The Hart school will always consider the context of its involvement and will take into account a number of factors before deciding to apply sanctions.

This applies to the following:
- situations where the student(s) in question were wearing school uniform or otherwise readily identifiable as members of the school
- if the behaviour in question would have repercussions for the orderly running of the school and/or might pose a threat to another student or member of staff (e.g. bullying another student or insulting a member of staff - this includes cyber bullying)
- when time of the behaviour in question i.e. on the way to or from school, outside the school gates or otherwise in proximity of the school
• behaviour whilst the student is on work experience, taking part in a further education course as part of a school programme or participating in another event organised by the school

5.10 Behaviour Management Systems
It is important for all staff to consistently use the clear, stepped system outlined below in order to manage behaviour effectively. It should be remembered that unless the incident is a serious one (see Behaviour Support Procedure-Appendix 2), then the behaviour management is the responsibility of the class teacher, supported by their Faculty team, who in turn will be supported by their subject Line Manager.

5.11 Stepped Behaviour for Learning Sanctions
The Hart School uses a range of sanctions, dependent upon the action of the individual as set out in this policy and the Behaviour Framework. Strategies to deal with disruption which prevent further escalation can be found in the good practice guidance (appendix 5) and should be tried before sanctions are applied.

For behaviour within the classroom environment, staff are to follow the Behaviour Framework and Consequence System (Appendix 3), which has been shared with students and parents. All staff will apply the framework fairly and consistently and where possible reward students. However, if a pupil is disrupting the learning of others or not following the student expectations, appropriate consequences will follow. It is essential however, that staff should strive to develop a good relationship with students, use language to engage students, be aware of individual pupil circumstances and reward pupil where ever possible (see appendix 5- Good Practice Guidance)

As a guide, all classrooms will display the framework which should be referred to by all teachers. Where necessary staff will:

1. Explain to the pupil that their behaviour is not appropriate
2. Use language and techniques to diffuse the situation
3. Make it clear to the pupil what the consequences will be
4. Follow the consequence system
5. Where appropriate, use professional judgement within the framework to remove consequences as the pupil behaves

See Appendix 4: Behaviour for Learning Strategies for more detail on maintain a positive environment.

Detentions
There my be occasions when a pupil may need to be placed in detention. As part of the framework, a member of staff can place a pupil in a 10 minute detention at break time or after school without parental permission.

If a pupil is required to attend a detention of 30 minutes or more, parents must be inform. This is done by using the appropriate Staff, Faculty or SLT detention sticker

As part of the framework, staff may wish to issue detentions as follows: -

1. 10 minute detention at break, lunch or after school
2. 30 minute staff detention (contact parents for non-attendance)
3. 30 minute faculty detention (Continued behaviour or failure to attend staff detention)
4. 1 hour SLT detention (Call-out or continued failure to attend Faculty Detention)
5. Isolation/Internal Exclusion (Failure to attend SLT Detention)

Where a detention is issued for more than 10 minutes at the end of school, parents should be informed. An appropriate sticker should be placed in the student’s planner.

Isolation

There may be occasions when a student will need to be isolated within school for a set period of time. This may be part of a day, full day or longer. Each situation is different and the decision about the isolating a pupil will be done by the member of staff on call, DoKS, or member of SLT through consultation with pastoral staff. When a pupil is placed in Isolation for more half a day or more, the appropriate SSO will contact home and record this on Class Charts

Exclusions

Where possible, alternatives to exclusions are sought, which may include Isolation. However, there are occasions when serious situations arise where a student may receive an exclusion. The decision to do so will be based on consultation between Senior Leaders and the nature of the incident. Only the Principal or delegated staff may authorise an exclusion.

Fixed Term Exclusion
Pupils may receive a Fixed Term Exclusion (FTE) if they fail to meet the expectations set out by the school. A student may also receive a FTE for a one off serious incident. When a student returns to school, they must have a reintegration meeting with the member of SLT who issued the exclusion and the appropriate SSO. If a parent fails to attend the meeting, the pupil will be placed in isolation until the meeting has taken place. During the meeting, the student will have a Pastoral Support Plan (PSP) put in place, which will require the student to be placed on report. This will be up to 8 weeks, with a review at 4 weeks. If a student fails the PSP, they may receive further FTE, Permanent Exclusion or a Managed Move to another school.

Permanent Exclusion
The decision to Permanently Exclude a pupil is taken very seriously and after careful consideration. Pupils may be permanently excluded if there is a very serious breach of expectations, continued serious disruption or a one off serious incident.

Principal’s/Governors Warnings

Where a student’s behaviour continues to be unacceptable, or if there is a single serious incident, a Principal Final Waming may be issued. This can be done by any senior member of staff. The warning has agreed targets, which if not met, may result
in a pupil being permanently excluded from school. If a student is presented to the Academy Council following an exclusion, the Chair can also issue a final warning.

**Drugs**

The Hart school seeks to promote the wellbeing of our students and as such has a Zero tolerance towards the possession, use or dealing of drugs. The taking or dealing of drugs will result in the student being Permanently Excluded from school.

Appendix 1
Context and rationale:

The aim of a school is to educate and where possible, sanctions for breach of school expectations will take place inside school. With this in mind, the purpose of the Behaviour Support Procedure is to ensure that learning takes place in every lesson and that this is not disrupted by pupils. If there is a serious breach of school expectations, it is sometimes appropriate to remove a pupil from their class and place them in another classroom within the facility, until the end of the lesson. This could be done by prior arrangement or when a teacher has reached a C5 (On Call) and it is judged by the member of staff On Call that this is the best course of action. The teacher should set work and there should be a resolution between the teacher and DoF following the parking.

Procedures for Staff On Call (See BFL Policy)

It is the responsibility of staff to ensure that there is a high standard of behaviour in lessons. (See BFL Policy and Teacher Standards). The Behaviour Framework should be consistently followed and regularly reinforced with classes.

There are occasions however where despite following the Framework, staff require support when a pupil reaches a C5. The following procedures should therefore be followed:

1. On Call should only be used if a pupil has reached C5 in the Behaviour Framework or if there is a single serious incident identified in the Framework.
2. If a Call-Out is required, the member of staff should use the ‘On Call’ tab on Class Charts. This will go to reception.
3. Reception will then prioritise the call-out and alert the member of staff on call via the radio.
4. The member of staff on call will then attend the most serious incidents first.

On Call Duty Responsibility

Responsibilities while on duty:

1) Deal with a pupil as a result of an on-call C5) request via reception
2) Visit all lessons throughout the period of duty with a priority of those being taught by supply staff.
3) Visit all lessons where there are known behaviour issues either by an individual or the class (hot spots)
4) Visit lessons to give praise where students are meeting and exceeding our expectations

If the pupil needs removing either:

- Relocate the pupil to another lesson in the same faculty taught by a KS leader, a lead practitioner or a Director of faculty.
- If this is not possible or appropriate the pupil should be taken to isolation.

It is essential that details are recorded in Class Charts as stated above.

2. If at the end of your duty the matter is not resolved, it is the responsibility of the On Call teacher to do the follow up and complete the Call Out.
3. This will be supported by SLT Patrol.

SLT Patrol
SLT are allocated sessions to patrol the school. During SLT patrol, the following should happen:-

- Visit all lessons where there are supply or identified groups requiring support
- Patrol the whole school and visit all other class rooms, meet and greet pupils
- Check students are meeting expectations of uniform etc
- Support SSOs on call
- Carry a radio should reception need to make contact
- Deal with serious incidents should they arise
- On Thursday, assist in collecting pupils for SLT Detention
- Record information on class charts ‘Behaviour Support Team’

It is essential that SLT do not arrange meetings during Patrol times. If there is no alternative, SLT must arrange a swap with someone else

**Isolation Responsibility**

It is the responsibility of the member of staff in Isolation to maintain high standards of behaviour in Isolation. Staff in isolation should:

1. Collect the student’s mobile phone and place it in the draw.
2. Complete the Student Record Sheet and update during the session
3. Set work for the student/contact reception for student helpers to fetch work
4. Log any poor behaviours on Class Charts
5. Ask the pupil to complete the ‘Pupil Rethink Sheet’
6. Email the teachers of the student that he/she is in isolation

If for any reason the member of staff cannot do their duty, they should arrange an internal swap

**Recording Information**

It is essential that when a member of staff requires a Call Out, this is logged in Class Charts by the teacher. Check that staff have done this. Details should be added to the notes.

The member of staff who has dealt with the On Call should also add details of the action that they have taken. If the pupil is to be placed in Isolation or FTE for example, this should be recorded in the in Negative behaviour, Behaviour Support Team. It is also important to write comments about the incident. Interventions should be placed in the ‘Notes’ section.

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**IF YOU ARE NOT IN SCHOOL YOUR DUTY WILL NEED COVERING: PLEASE NOTE THIS IS YOUR RESPONSIBILITY TO ARRANGE A SWAP.**
Pupil Rethink Sheet

<table>
<thead>
<tr>
<th>Name</th>
<th>Period removed from</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date</td>
<td>Subject removed from</td>
</tr>
<tr>
<td>Year/Form</td>
<td>Staff removed from</td>
</tr>
</tbody>
</table>

**Why do you think you were removed from your lesson?**

**What do you need to do in order to return to the lesson?**

**On a scale of 1-10 (10 being a lot) how much was your behaviour disrupting the learning of others?**

**What do you think you could have done differently?**

**What do you think the teacher could have done differently?**
Appendix 4: Behaviour for Learning Strategies

Expectations: Have high expectations and always be explicit. Do not ask for silence and then allow talking.

Teachers can manage behaviour in subtle and sophisticated ways using some of the techniques outlined here:

Countdowns
Use a countdown from 10
- Use a visual signal of hand in the air and count down with fingers. Remind students of the instruction. “10,9,8,7... by 1 I expect everyone to be silent and looking at me... 6,5,4,...silent and looking at me... 3,2, 1 and 1/2 , 1 and 1/4 , 1”
- Use countdown to indicate how many students are complying with a request. “Excellent, this group are ready to move on to question 5... and this group... still waiting for the 3 in the corner... all groups are ready, fantastic!” Use praise to draw attention to the compliance.

Task Time Limits
- Always tell students how long they have to complete a set task. “You have 1 minute to get into groups of 5” Share how long they have left whilst they are doing the task and countdown to mark that they are out of time. This works equally with longer, more complicated tasks. “You have 20 minutes to write a response to this article... 5 minutes already gone... make sure you have included all the key points we discussed... half your time has gone...”

Random ‘Fair’ Questioning
- Ask question first to allow thinking time. Use sticks or cards to select names to answer questions. This is seen as a fair method of targeting students. If a student cannot answer the question they can “phone a friend” to help or the question can be offered to the class. The original student must repeat the answer to the question for themselves once someone else has given it.

Non-verbal Signals
- Use formal body language and don’t be afraid to stand still to show that you are confident in your requests. Use your eye line / facial expressions to demonstrate disapproval quickly and quietly. Don’t forget to change it back to continue the lesson.

Economy of Language
- Fewer words are better when you are trying to make a point clearly.

Verbal Signals
- Use your voice to show that you are quietly and confidently in control. Your tone of voice should not indicate frustration. A quiet, slow voice when under pressure signals composure and that you are calm.

Using the above non-negotiables and strategies will help to manage low level disruption and encourage a safe and productive classroom environment.
Do’s and Don’ts - When dealing with challenging behaviour...

Do . . .

- Repeat the instruction.
- Drop your voice and slow down your speech. Annunciate words very clearly and calmly.
- Give clear warnings about forthcoming consequences.
- Stay calm and in control of the class and your own emotions.
- Deal with individuals privately and not in front of the class.
- Encourage them to accept responsibility for their poor behaviour and poor choices by asking or repeating, if necessary, closed questions. “Was that acceptable behaviour – yes or no?”
- Outline two choices that they can make and clearly state the possible consequences - You can choose to follow my instruction or to not follow my instruction. If you choose to not follow my instruction, you are choosing x.”

Don’t . . .

- Be sarcastic.
- Over react.
- Set tasks which are too hard or too easy.
- Label pupils as being unable to make progress.
- Show your irritation by shouting.
- Remove anyone from your lesson if you haven’t used a number of stepped responses and made a call out
- Threaten punishments that you have no intention of issuing or that you cannot enforce.
- Make it personal-Talk about the behaviour not the pupil.
- Take it personally. Managing these behaviours is part of our role in the classroom.
- Ignore disruption.
Appendix 5: THE GOOD PRACTICE GUIDE – KEEPING CONTROL AND AVOIDING CONFRONTATION

Non-verbal signals: The deadly look: Underlying the deadly look is the conviction that you know what you want and you are going to get it. Compose your features to reflect this mental attitude. With slight modification (a raised eyebrow, a quick eye-roll) it can stop a student in their tracks without you having to say a thing. Add it to standing with your arms folded and it could silence a whole class.

Hands: A raised hand can bring silence to a class engaged in practical activity. Hand out, palm pressing down can ask students to calm down, finger to the lips for silence, and pointing to your watch to suggest time-wasting.

Proximity: Getting closer to a student who is off task can often get them back where you want them. To reduce the chance of confrontation with a student, get down to their level.

Verbal techniques: Controlling your voice: Shouting a class down can feel like a masterful way of gaining control and it can give you a sense of revenge, but as a technique it has a limited lifespan.

Shouting tends to escalate the general noise level in classrooms and it can stir up negative emotions in the students. You are also suggesting that shouting is an acceptable way to behave in your classroom if you do it. There are other ways of achieving attention that will reduce stress.

Waiting for quiet: Stand still, subtle glance at the watch.

Start at the back of the room, chatting to people about expectations and then establish yourself at the front.

Write on the board ‘settling down, thanks everyone.’

It is more effective to teach quietly and reprimand students quietly. This way, only the individual can hear so that the rest of the class are not an audience for the student’s humiliation.

Alert: Use the student’s name to make sure that you have their attention. Use it at the beginning of what you want to say.

Show Faith: ‘When’ shows expectation, ‘if’ conveys doubt. ‘When this mess is all cleared up we can go to break.’

Thank you- not please: Following instructions with ‘thank you’ shows the assumption that the student will comply.

Incidental language: Directs or reminds a student without directly telling them. For example, ‘There is a lot of mess in this room and it is nearly time for lunch’ – this sends the message that the room needs to be cleared up before the group can go for lunch, without criticising individual students.

Individual reminder with choice offered: For example, ‘You agreed not to get your mirror out during lessons. Put it in your bag or on my desk. Thanks.’
**Behavioural direction:** Directs a group or individuals by referring explicitly to the expected behaviour. For example, ‘Dean…Listening to the instructions…Thank you.’ This focuses the student on the expected behaviour. It is important to use verbs or participles, rather than negative clauses (e.g. ‘listening’ rather than ‘don’t talk’) and keep it as brief as possible.

**Rule reminder:** Briefly reminds the group (or individuals) about an agreed rule. However, it is not necessary to spell out the rule each time. For example, ‘Remember our rule about everyone getting a chance to speak’ or ‘Jeffrey – what’s our rule on calling out?’

**Distraction/diversion:** This can be used to prevent a scenario from escalating. For example, where a student shows early signs of losing focus on a task, ask them to help give out some materials and then thank them for their help, before asking them to return to the task.

**Choice direction:** Provide a directed choice, within the classroom rules or routines. For example, ‘Ali, put your hair brush in your bag or give it to me to keep until the end of the day, whichever you choose’, rather than ‘Give me that now.’

**Direct questions:** Use questions such as ‘what’, ‘when’ and ‘how’, rather than ‘why’ or ‘are you’. These sorts of questions direct responsibility towards the students, rather than asking for reasons. For example, the redirection ‘What should you be doing now?’ is better than ‘Why aren’t you working?’

**Use the language of choice:** An overt emphasis on the fact that students are making a ‘choice’ about how they behave can help them take responsibility. Using the word ‘choice’ in praise and correction helps to embed the principle in everyday reality. For example, ‘Sofia, I am very pleased that you chose to take part in the whole session today – well done’, or ‘Sofia – it’s a real shame that you have chosen not to do any work today – you did so well last time.’

**Separate the (inappropriate) behaviour from the student:** Make the behaviour unacceptable, not the student. For example, ‘Throwing books is not acceptable in this room’ is a better response than ‘Stop throwing books in this room.’

**Partial agreement and returning to the primary issue:** Many students introduce secondary issues when in conflict, such as ‘but he was doing it as well!’ Avoiding digression ensures that staff remain calm and in control of the conversation. For example, ‘That may be so, Dean, but we are talking about you at the moment.’

Yours sincerely

Mr C Keen
Principal