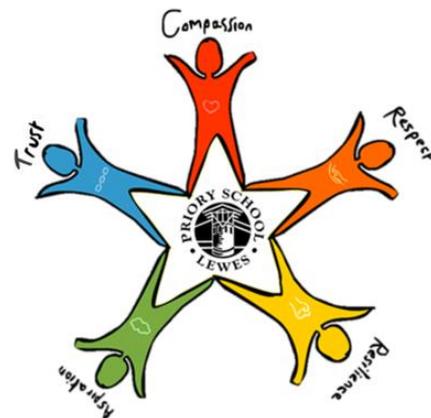


Priory School

Behaviour for Learning Policy

In line with our Star Values we strive to maintain a positive school ethos in which mutual respect, consideration and high standards of personal conduct are the norm: an ethos which promotes effort, achievement, aspiration and high expectations of one another.



The purpose of our behaviour policy is to:

- promote a calm and positive climate for learning that ensures effective learning and teaching takes place, leading to high standards of attainment for all students;
- fulfil the governors' duty of care to students and staff, enabling them to feel safe, respected and valued in our school community;
- support students to develop the skills to take responsibility to avoid poor conduct;
- establish a common framework for staff to challenge poor conduct, focussed on building and maintaining strong relationships with students;
- support students to develop the skills to take responsibility and cooperate with sanctions aimed at maintaining our star values;
- ensure that the reputation of Priory School is positive in the local and wider community.

Above all, we want to create an environment which is **safe** and welcoming and where everyone is **ready** to engage in learning and is **respectful** to one another. Our vision of Priory School is that everyone associated with the school is proud to be part of it.

READY



RIGHT TIME
RIGHT ATTITUDE
RIGHT EQUIPMENT
RIGHT UNIFORM

RESPECTFUL

SPEAK POLITELY
DON'T TALK OVER OTHERS
WHEN THEY ARE SPEAKING
RESPECT OTHER PEOPLE'S OPINIONS
RESPECT OUR BUILDINGS AND RESOURCES



SAFE

FOLLOW INSTRUCTIONS CAREFULLY
STAY IN YOUR SEAT
ENTER AND LEAVE THE
CLASSROOM IN A SAFE MANNER
USE THE ONE WAY CORRIDORS AS DIRECTED
ACT SENSIBLY DURING UNSTRUCTURED TIMES



The Student Behaviour Policy will embrace the principles of the Equality Policy, Anti-bullying Policy and Special Educational Needs Policy (which incorporates a policy on disability).

Appendices

1. Engagement for Learning & Ethos
2. Roles and Responsibilities
3. Anti-bullying
4. Rewards
5. Sanctions
6. Restorative expectations / detention procedures

Additional Documents for staff (for internal use only)

7. Calm clear consistent behaviour support
8. Our priorities
9. What happens when things go wrong
10. Parking
11. Restorative practice
12. Restorative expectations / detention procedures - more detailed staff version
13. On call procedures
14. Calm consistent adults
15. Whole school supervision

Engagement for Learning

Good behaviour is a prerequisite for a safe and secure environment and for outstanding learning and teaching. Therefore, Priory students are expected to display high standards of behaviour and take responsibility for self-discipline.

High standards of behaviour are maintained through:

- clear expectations of staff, students and parents ;
- promotion of respect, courtesy and kindness in all aspects of School life;
- lessons that are stimulating, challenging, well prepared and appropriate to all;
- fostering a positive attitude towards School through praise, rewards and attention to the individual progress of a student;
- clear, consistent and fairly applied consequences;
- reinforcement of expectations from all staff;
- support of student wellbeing through the School Pastoral System;
- close communication and involvement with parents.

Ethos

Expectations of high standards of self-discipline remain within our Star Values. We aim to promote:

- equality and diversity;
- access to the curriculum for all;
- improved welfare of students and staff;
- positive relations across the whole community.

In order to do this we seek to maintain an environment which eliminates:

- discrimination;
- harassment;
- bullying.

It is recognised that a small minority of students may experience difficulty in maintaining the standard of behaviour expected of them. In such circumstances teachers will work closely with the House team to provide the support and discipline necessary for students to succeed. This pastoral support could involve the students' parents, the Schools Inclusion Team, members of the School's Senior Leadership Team or outside agency partners, as appropriate. Whilst the School actively supports the policy of 'inclusion', no student will be allowed to consistently and deliberately disrupt the education of others.

Roles and Responsibilities

Teaching staff, Support staff and students should:

- Show others respect, consideration and courtesy
- Listen to the views, concerns and perceptions of others
- Work in partnership to achieve the school aims and values
- Protect the right to work and achieve without hindrance
- Respect school property and the property of others
- Respect the school environment
- Act in a safe and responsible manner
- Adhere to school policies
- Protect members of the school from bullying, racism or any form of discrimination.

Teaching staff, Support staff should:

- Set clear expectations of behaviour, effort and achievement
- Support students with their work
- Give first attention to good conduct
- Highlight behaviour or work that goes over and above expectations
- Intervene early when behaviour, work, attendance, punctuality, or adherence to school policy is unacceptable
- De-escalate inappropriate student behaviour to prevent low level behaviours worsening
- Provide support so that the student can get back on track
- Prioritise restorative work to rebuild trust and reinforce mutual expectations
- Attempt to identify underlying causes of poor behaviour
- Work in partnership with parents and House Teams and keep them informed.
- Support behaviour management strategies as defined in school policy and through INSET or CPD.

Students should:

- Support the school values by being ready, respectful and safe;
- Co-operate with staff and allow teachers to teach without hindrance;
- Show compassion to other students;
- Make appropriate effort with their classwork, homework and coursework;
- Participate in restorative work should things go wrong.

Parents should:

- Support their children to behave in an acceptable manner which epitomises our star values
- Support their child to meet expectations regarding uniform
- Support regular attendance and punctuality
- Support the school in maintaining a positive ethos in which good behaviour is the norm
- Ensure their children behave in a socially responsible way on the way to and from school
- Work in partnership with the school (see partnership agreement).

The Headteacher should:

- Ensure that the policy is implemented and report to the Governors on its impact.
- Carry out the statutory duties of the Headteacher with regard to behaviour and exclusions as defined by the DfE.

The Governing Body should:

- Carry out the statutory duties of the Governing Body with regard to behaviour and exclusions as defined by the DfE.

Anti-Bullying

Bullying will not be tolerated and if school support does not bring about change very serious sanctions will be applied. This could include: removal of social times; removal from class; internal exclusion; fixed term exclusion; school to school placement; or even permanent exclusion.

The School seeks to create a secure, caring and protective environment for all students and staff through:-

- **Behaviour:** The School expects students to behave well in and around the School and reflect our star values by showing good levels of self-discipline.
- **Life skills:** Issues to do with bullying and other forms of prejudice/harassment are part of the planned programme of study.
- **School Curriculum:** The issue of bullying is covered in a number of different subjects, including tutor time.
- **Assemblies and Chapel:** issues of tolerance, diversity, anti-bullying and care for others are frequently addressed.
- **Restorative practice:** a structured meeting to resolve issues and plan a way forward.
- **Peer Mentors:** These student volunteers are trained to support other students who have concerns over bullying. They monitor messages via the drop box and offer resolution to friendship disputes. They raise awareness throughout the school.

See separate Anti-bullying Policy for more details

Rewards

Priory School seeks to ensure that students are praised and encouraged at every opportunity in order to foster a positive culture and to show that the School recognises the effort and achievement made.

Priory School believes:

- that all students (irrespective of priory attainment) should have access to an equitable and inclusive reward system;
- that the reward system should be seen to be fair and consistently applied across subjects and between staff.

Priory School recognises:

- that individual students are motivated by different rewards and that, as students mature, their response to rewards changes. The school acknowledges this by providing a comprehensive range of rewards.

Some of the ways in which this may be done are:

- Formal and informal verbal comments
- House points / stamps
- Postcards home
- Achievement certificates
- Comments written on the student's work or in the student's planner
- Display of student's work in class
- Emails / letter home to parents
- Notice Board acknowledgement
- School Publications e.g. Headteacher's newsletter
- 100% Attendance Certificates
- KS3 Awards Evening nominations
- GCSE Certification and Prize Giving for Year 11 students
- House Star Awards

The school complements this structured system with a wide range of additional rewards including one-off, ad hoc and informal rewards and the day-to-day praise given by staff.

The Assessment, Recording & Reporting Policy also complements the rewards system through the positive written and oral comments, praise and grades given in response to students' work.

Whole school events and celebrations also contribute. The above list is not exhaustive but aims to provide some exemplars.

Sanctions

In order to manage behaviour effectively there are times when sanctions for poor behaviour or work are necessary.

To encourage good behaviour, all members of staff will:

- model exemplary behaviour
- supervise the areas outside their classroom or office, during transition times
- expect high standards of behaviour
- speak politely to other adults and students
- look out for positive behaviours
- build students' confidence through positive reinforcement and praise
- treat each lesson as a fresh start
- always focus on the behaviour and not the child
- try not to raise their voice and keep calm
- use positive language encompassing our values and 3 main expectations (ready, respectful, safe)
- 'Tactically ignore' secondary behaviour, (a muttered last word, a sigh or raised eyes) in order to de-escalate the situation.

All members of staff have a statutory responsibility to address unacceptable behaviour and discipline students who fail to follow reasonable instructions. This may include:

In class

- being asked to move seat
- a log being recorded on SIMS will generate an email home alerting families to read your log.
- note to parent in student diary
- being asked to wait outside the classroom in order to calm down and discuss the issue more privately
- being removed from class and "parked" in another lesson
- being asked to attend a restorative meeting
- break, lunch or after school detention being set
- SLT called to remove student from the lesson
- Longer term parking**

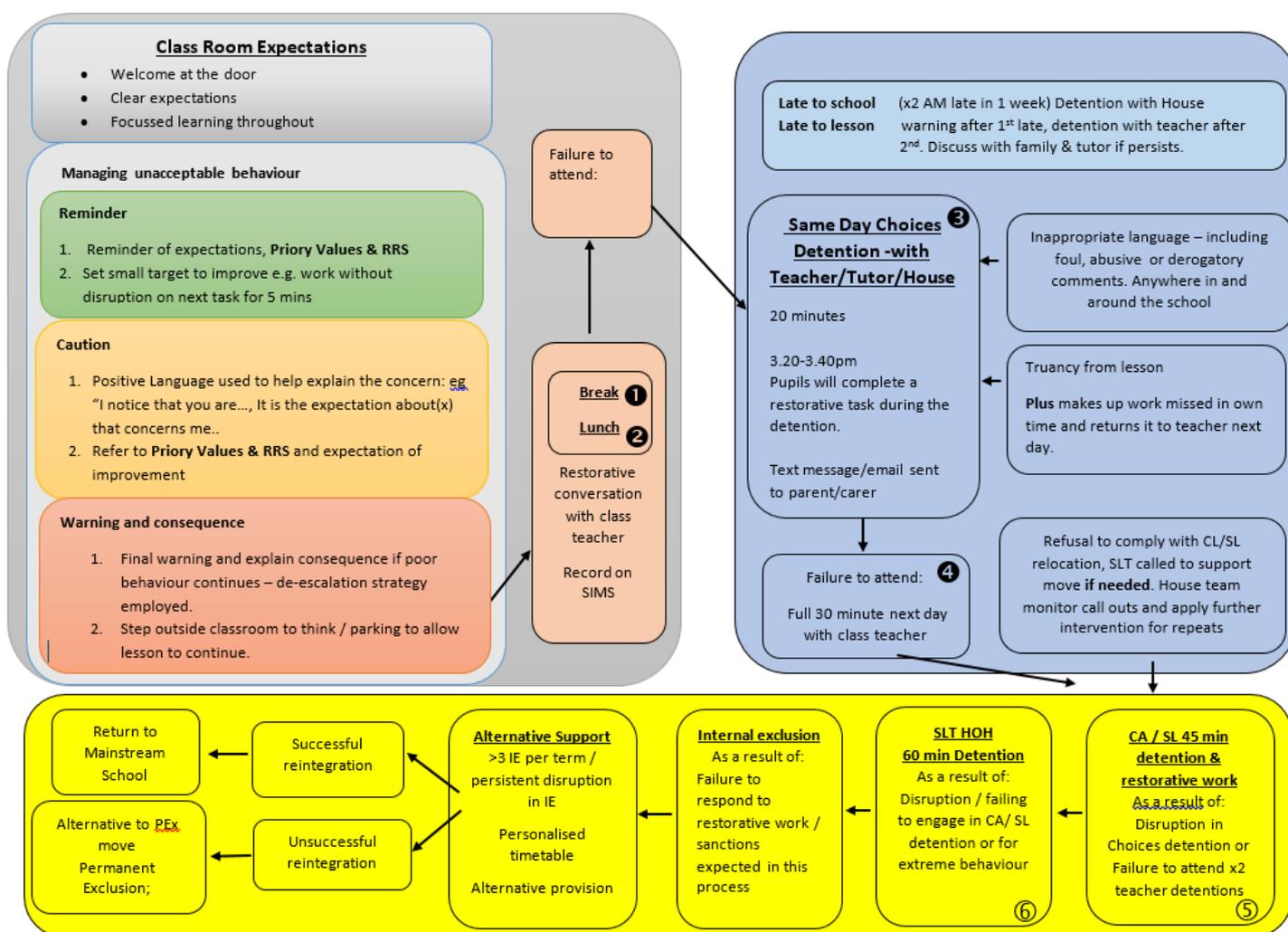
Out of lesson time

- a log being recorded on SIMS and email sent home
- being restricted to a particular area
- being banned from the dining room
- being isolated outside House office
- community service activity e.g. litter pick
- being asked to attend a restorative meeting
- break, lunch or after school detention being set
- being monitored closely by Duty Staff
- removed from social times for longer period

*** In exceptional circumstances, where staff have significant behaviour concerns they may request longer term parking. This would mean the student is not allowed back into their usual class and would learn in a class with another member of that Curriculum Area. **This will only be permitted following discussions between the curriculum area, house team and parents.** In order to ensure meaningful restorative work takes place the class teacher will be expected to provide a plan which the Curriculum Leader and Pastoral Leader will discuss and agree. The teacher will then need to share this action plan with parents before the child is withdrawn from the lesson.*

If such actions have not resulted in more appropriate behaviour or responses, then it may be necessary to sanction further. This could include:

- Curriculum Area detention
- phone call or meeting with parents
- going onto a monitoring report
- Assistant Headteacher house detention
- internal exclusion
- fixed term external exclusion
- school to school placement
- temporary placement at College Central
- enrolment on behaviour intervention course
- modified timetable
- permanent exclusion



For internal exclusions, parental approval is not required; however, House teams would usually make a call to parents to discuss the issues surrounding the exclusion beforehand.

External exclusions will be conducted in accordance with the DfE regulations in force at the time of the exclusion.

On occasion and in extreme circumstances, the school may seek to utilise a school-to-school placement. This would involve a student being temporarily placed at another local school in order to allow a break from current challenging behaviour issues or for further intervention to take place. Arrangements for alternative provision other than at Priory will be discussed with parents during a formal meeting with the House team.

Additional context

Acceptable and unacceptable behaviour is defined in general terms by the school aims, policies, classroom expectations and partnership agreement. Supplementary documents of particular relevance in this context include:

Priory Equality Policy

Restorative practice procedure

Priory Anti-bullying,

Banned items document

Drugs related education policy

Uniform : Values

Incidents and Rewards. procedures

Exclusions Policy

Behaviour Management support structure

Staff behaviour code

Rewards and consequences summary

Relevant legislation

Detention procedure

[Education and Inspection Act 2006: Section 89](#)

Homework policy

DFE Exclusions Policy

School to school placements guidance and procedures

Parking rota procedure

Calm, Clear, Consistent Behaviour Support

Behaviour management is a team sport. It needs a team discipline, ethos and look. To get the behaviour we want there can be no gaps between the adults on what matters. **It is this consistency that is most important in creating rapid improvements in behaviour.** It is the sort of consistency that great parents have. You get the same response from each, the same boundaries and the same mantras.

Outstanding management of behaviour and relationships is not just skills led. Neither is it imported with 'magic' behaviour systems, bought with fancy rewards systems or resolved using data tracking software. In behaviour management, **culture eats strategy for breakfast. Getting the culture right is pivotal. With the right culture the strategies that we use become less important.**

Our culture is set by the way we behave. This should not be a restrictive consistency that limits flair, but a solid base on which to build authentic, exciting behaviour practice. It should be a consistency routed in kindness, not of zero tolerance. Heavy sanctions may seem to crush behaviour in the short term, it may even remove the problem for that teacher temporarily, but it doesn't teach improved future behaviour to those who really need to learn it.

Burying children in punishment builds a deep resentment, for the child, it often creates a permanent breach of trust. What works best is the immediacy of response, not the weight of the sanction. The two minutes that you hold a student for at the end of the lesson, at break or at the end of the day is inconvenient enough for them to take notice. It is sufficiently irritating to redraw the boundary and fast enough to make it clear that they have stepped over the line. The fact that the most hefty detentions are often delayed for a week or more means they are often worthless at improving behaviour. The original behaviour has been forgotten and the student barely remembers the member of staff who put them there, let alone what for.

The best teachers are egoless in the classroom. The focus is not on them, their feelings, problems or attitudes. The focus is on the children. Managing behaviour is complex enough without throwing in our own frustrations and daily mood shifts. **When children behave badly give them what they don't want:** a cool, mechanical, emotionless response. Save your emotion, passion, enthusiasm and excitement for when it has most impact – when behaviour is over and above. Strip out the negative emotion and be professionally rational. Do not allow yourself to shout, point or give even the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing.

You could buy yourself a little time to think through your response in high pressure interventions with these simple mantras:

- I am going to come and speak to you later about what will happen next.
- I am going to walk away to give you/ both of us a chance to calm down.
- I don't think I have enough information to make a decision right now.

Research suggests that if you resist the urge to respond emotionally for 30 days it becomes routine, easy, normal – even working in the most extreme circumstances.

As you know by now, we want calm, consistency between us all, a solid foundation routed in mutual respect whilst allowing individuals to develop their own flair to fit the needs of location, staffing, safety etc.

Our priorities:

- Calm and consistent adult behaviour
- First attention for best conduct
- Relentless routines and consistent expectations
- Improving our use of restorative practice

A common language

School staff will all use the same, simple language adapted to each behaviour context. We expect everyone in our school community to be **ready, respectful and safe**. In conjunction with our **school values**, these should be the key phrases that are used in discussions with students.

Teachers will model this behaviour by:

- being outside classrooms to greet students as they arrive;
- being well prepared for the lesson;
- being professionally dressed;
- exemplifying professional conduct;
- building positive relationships with our students.

Visible consistencies across the school

- **Tutors** use established routines to **ensure that students arrive well equipped** for class by loaning equipment if necessary and communicating with home if this is a regular concern. Teachers should let tutors know if this remains an issue in lessons.
- At the start of lessons students should be asked to have their **school planner on the desk**. This should be a working document for them. There are lots of info sheets to support them, literacy resources we can utilise in class, obviously a place for them to note their homework and a place for you to communicate with home.
- At the end of the lesson students should **stand quietly behind their chairs before they are dismissed by the member of staff**. This is to ensure the classroom is left in a good state for the next class, that they have everything and that they are calm to walk sensibly to their next lesson.
- **Uniform checks** Staff should not walk past an untucked shirt or other such issue. They should be sure of the expectations and deal with any deviations, calmly and fairly. Students should expect to be challenged, cooperate and correct the issue as discussed.

Global Expectations of all Curriculum Areas:

Teachers will:

1. Meet and greet;
2. Recognise 'over and above' behaviour before any other;
3. Teach behaviour directly through relentless pursuit of routines. Especially uniform , diaries out, structured end to beginning and end of lessons;
4. Work calmly through reminder / caution / step outside / if needed, park: giving take up time at each stage;
5. Take responsibility for dealing with the behaviour they see, in and outside their classroom;

Always follow up and repair trust, maybe a brief conversation with child or full restorative meeting.

What happens when things go wrong?

The intentions of our systems are to ensure behaviour is consistently and fairly managed across the school. If student behaviour is not conducive to excellent teaching and learning, staff members will be calm, but assertively work through the strategies available to them.

Our systems do not have a strict ladder approach and will likely consist of a number of the following strategies dependent on the issues that have arisen. The following strategies should offer support to rectify or de-escalate a situation.

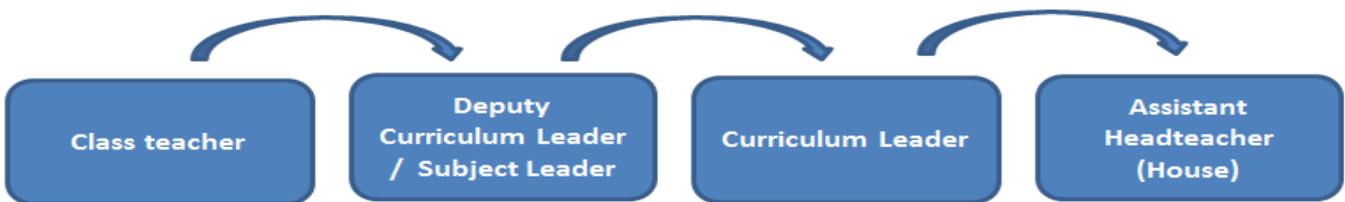
Action		Example strategy
Reminder	Teachers will counter undesirable conduct with informal advice on how to resolve the particular issue.	Eye contact Tap on the table Finger on lips Shaking of head Standing next to or behind the student Patrolling the work area Private encouragement
Caution	Teachers will calmly explain the behaviours that are causing concern and clearly explain what the expectations are for improvement.	Use of positive language is most effective. Eg I notice that you are... (having trouble getting started / struggling to stay on task, wandering around the classroom etc It is the expectation about lining up / staying on task / being in uniform... that concerns me Do you remember ...what you achieved last lesson / how well your last performance worked out, that is what I need to see from you today.
Warning	Teachers will clearly highlight the concern and the consequence of it continuing	Again positive phrasing is very important eg I need to see you.. settling to work as I can't allow you to distract others. I expect to ... see you have tidied your workstation in the next two minutes or you will not be able to move on to the next activity. I have listened to what you have said but you need to focus on the instructions you have been given or you will have to move seats
Step outside the classroom to think (no more than 5 mins)	Teacher should calmly and as discreetly as possible , ask the student to take some time out of the classroom to think about how they can rectify the issue.	Keep calm, strip out the negative emotion and be professionally rational. Do not allow yourself to shout, point or give even the whiff of physical authority. Make your response to even the most appalling behaviour matter of fact. Be outwardly shocked by nothing. Please wait outside, I'll give you some time to think and I will come and speak with you about what needs to happen next. I am going to have to ask you to wait outside because I need you to reflect on what has happened.
Clarification	Discussion with the student about your concerns, how you expect them to put this right. Warning re consequences or continued	For some students you may find they listen best if they are allowed to speak first. I can see that you are angry but can you understand why I can't have you during the lesson

	poor conduct eg parking	You did not seem ready to listen, what are you going to do differently?
Parking	In order to stop the behaviour escalating further, the student should be sent to another classroom to work. A restorative preparation form should be provided and will be discussed during the restorative conversation.	Teacher should calmly and discreetly explain where the child is expected to go and if possible escort them. I explained that I needed you to focus / stop shouting out I am going to have to send you to.. so that we can get on. I have explained that you cannot.....
On call	If the student is refusing to cooperate at any stage the On Call teacher can be requested to intervene.	For a serious one off incident you may feel the student is not safe to stay in your class. Otherwise the on call teacher will attempt to encourage the student to cooperate. E.g. to behave in class or to go to be parked.
Restorative discussion	A restorative conversation which reflects on the issues that arose is essential.	This could form a short conversation about expectations at the end of the lesson or may need to be a longer conversation as part of the detention or with another adult to chair. Bear in mind some children will find 1:1 conversations very difficult, a distraction might help eg sorting books / tidying equipment while you talk
Detention	Detentions should be set if students fail to respond to support to be ready, respectful or safe within a class. This should be logged on SIMS and within the students hmwk diary	Classroom teachers need to take responsibility for the detention as this is valuable time to reinforce the message re the incident, rebuild your relationship and develop a plan for the future. You may also wish to seek assistance from your line manager.

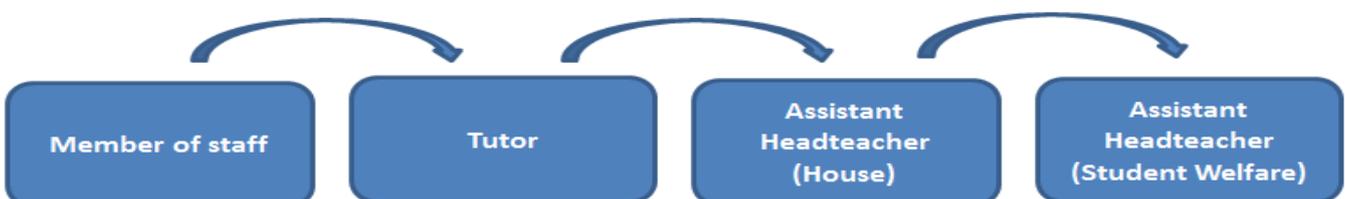
Who can help?

An effective team provides support for one another; this does not need to be via a hierarchical approach however, the image below provides an indication of who could advise you.

In class issue



Outside class issue



Where it has not been possible to resolve issues within the context of the classroom and in order to prevent the behaviour escalating further, it may be necessary to remove a student from the class completely. Each Curriculum area has a rota detailing the place where students may be sent that period. The class teacher should direct the student to this class providing them with some work to complete and a Restorative Preparation form which is to be completed by the student. The teacher receiving this student should settle the student into their classroom. The student is expected to take this opportunity to calm and refocus and is expected to work quietly without disturbing the destination class. It is not the intention that the receiving teacher discusses the situation with the student. At the end of the session the student should return the form to the class teacher who will let them know when they are expected to attend a restorative meeting. This should take place as soon as possible.

Restorative Conversation Preparation form

You will be invited to a restorative meeting to discuss our concerns. What happens next is important because things need to be put right.

Before continuing with your class work, complete the questions below and hand it to the supervising teacher at the end of the lesson. Your class teacher will arrange to meet with you to discuss what you have written. This meeting does not replace the normal sanction for behaviour issues, but is an important step towards putting things right.



We hope that you will take this opportunity seriously, as failure to do so could lead to a more serious sanction.

Name:

Tutor Group:

House:

Lesson: (circle) 1 2 3 4 tutor 5

Subject:

Class teacher:

What was the issue?

.....

.....

What were you thinking and feeling?

.....

.....

How have you been affected by your actions?

.....

.....

Who else was affected by your actions?

.....

.....

What will you do to avoid this happening again?

.....

.....

What can you do to make things better before next lesson?

.....

.....

Student Signature:

Date:

<p>Supervising teacher's comment on the student's behaviour whilst with you.</p> <p>Initials:</p>	<p>To be completed by class teacher</p> <p>Meeting scheduled with student for:</p> <p>Meeting completed on</p> <p>Issue resolved?</p> <p>Intervention required?</p>
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Once the issue is resolved, please pass sheet back to House for student's file.
Any additional comments can be noted on the back

Restorative Practice

Restorative practice is all about building relationships with the children we work with. We all have to be involved for this approach to truly be effective in improving our young people as citizens, encouraging them to get more involved in school life and trying to turn their behaviour around.

A good restorative meeting need only take around 10 minutes. The questions on the Restorative Preparation form are a good way to structure the conversation and if the child has had a chance to complete this before the meeting the child will find it easier to recall the incident.

Restorative work isn't necessarily about receiving or giving an apology. Don't predicate the meeting with this expectation. This meeting is about reflection, about revisiting the culture defined by our school values. An apology might come at the end of a meeting (from either side) but most importantly you are working to develop a mutual respect and understanding, to modify the negative behaviours, not to simply manage it.

Some students will find it very difficult to talk one to one about their feelings, emotions, behaviour but there are a number of ways you can approach this. An effective restorative meeting does not have to be formal, two people sitting either side of a desk, in fact some of the best ones are exactly the opposite. The most important factor is that you communicate with one another, listen to each other and try to understand the others perspective. You could find any reason to go for a walk, having the meeting whilst walking means the child doesn't feel as pressured as they would having to look at you straight in the eye. Or try giving them a task to do whilst you talk, help you sort equipment, labelling books, anything that takes the pressure off. Remember that some students will try to be awkward in order for you to end the session so they can leave. Tactically ignore little, insignificant issues and focus on the bigger picture, culture change.

Restorative practice, however it is structured is about:

- Restoring **trust** between the adult and young person;
- Redrawing and restoring boundaries, expectations and mutual **respect**;
- Developing **compassion** for one another and others in the class;
- Wiping the slate clean and **aspiring** for a better lesson;
- Building **resilience** and responsibility to better handle their behaviour next time;
- It can have a huge impact on the culture we are trying to achieve.

Restorative work is also employed by the Pastoral team when dealing with issues between peers in order to ;

- provide a chance for all involved to listen and for all views to be heard and considered;
- consider everybody's needs in the process;
- provide opportunity to repair harm done to relationships through inappropriate behaviour;
- support developing friendships and positive relationships;
- developing emotional literacy by providing a safe forum for people to express difficult emotions ;
- Promoting active citizenship in our school.

Restorative practice **is not about**

- Restoring a balance of power, **NOT** "I am the teacher, you are the child therefore..."
- It is not about the fact that you have "been teaching 25 years and no one should speak to you like that"
- It is not about the fact that you are a "Curriculum Leader"....

It is about everyone, adults and children being treated with respect and compassion.

Stay calm, do not allow you emotions to lead your responses, de-personalise

the negative behaviours and see the child in front of you.

Restorative work is part of a whole school approach which also includes:

- Life Skills
- SEAL
- Assemblies
- Tutor Time
- Parent/Carer Involvement
- Adult modelling of positive relationships
- YOUR LESSONS

At times a more structured meeting chaired by a neutral person (adult or student) may be needed to support a breakdown in relationship between an adult and a young person, between two young people or to resolve issues within groups of students.

What happens at the structured meeting?

The chair will speak with both parties and explain that a meeting has been called to address the issue. Prior to the meeting the chair should discuss with those involved how best to make their view clear and to restore the relationship.

During the meeting the chair should thank both for attending, set out the aims of the meeting and invite those present to speak in turn. The Chair will then summarise the points and help the members to understand each other and come to a suitable outcome.

Useful language for discussions about behaviour

A: Everyday use

I can see you're.. (angry, upset, sad, etc)

What's happened?

What were you thinking?

What were you feeling?

Who else has been affected?

What can we do to move it forward?

NB. The conversation is steered from self-reflection to outward reflection to the restorative process

B: The "Restorative preparation slip" for preparing the student for a restorative meeting

What happened?

What were you thinking and feeling?

Who else was involved?

Who else was affected?

What will you do to avoid this happening again?

What can you do to make things better before next lesson?

C: Restorative Language Techniques - Reframing

Reframing helps:

- To show the speaker that you are listening
- To give the speaker a chance to clarify things
- To take the sting out of the language

e.g. 'That teacher is a real cow because she is always picking on me. She makes me so angry because she is not being bloody fair.'

Could be re-framed as:

'When there are problems in [subject lesson], you get angry because you don't feel that you are being treated fairly.'

"You" to "I"

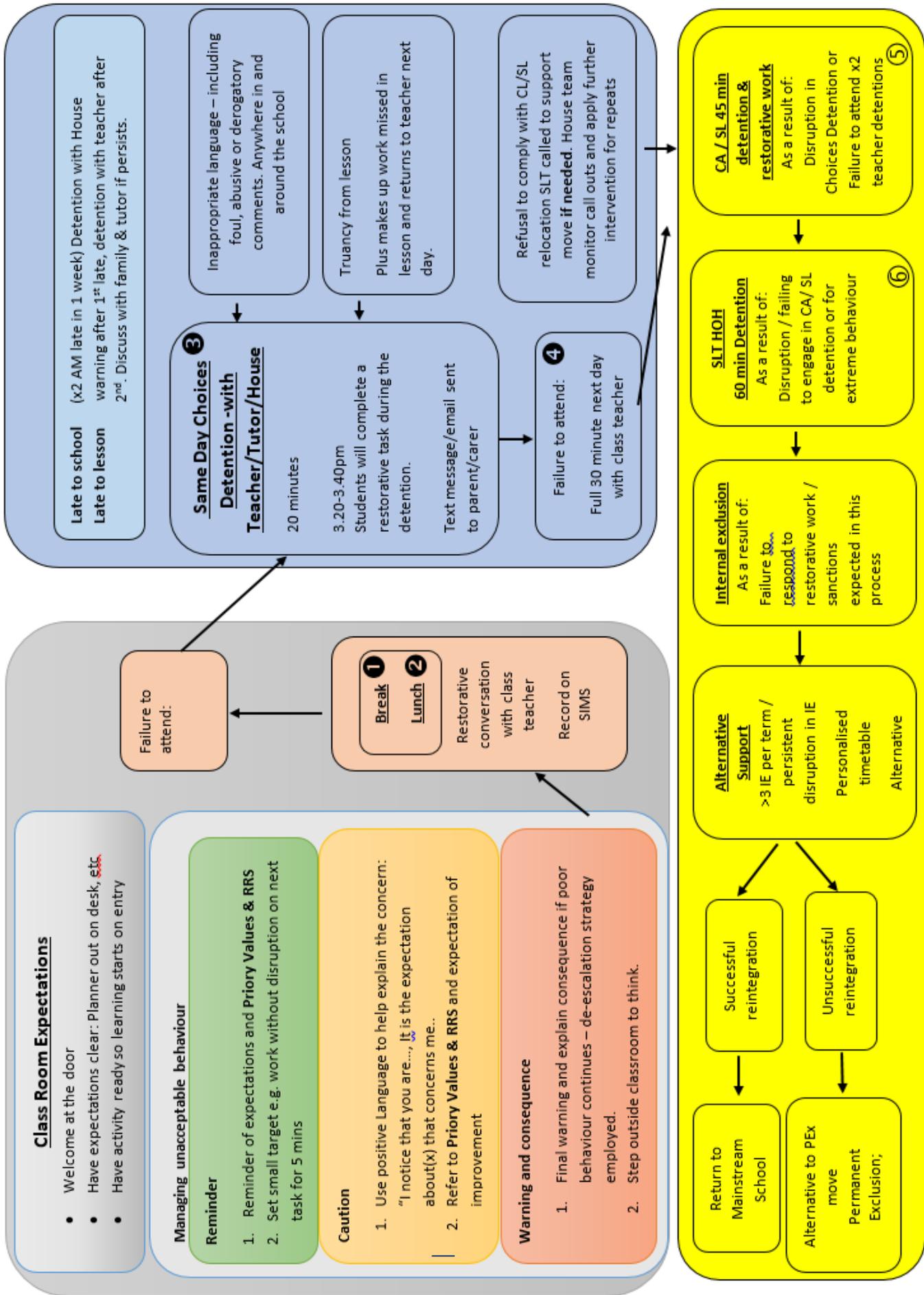
Just as reframing enables us to help others remain focused on the most productive aspects of what they are saying, replacing 'You' messages with 'I' messages enables us to encourage all concerned to accept responsibility for the process. The emphasis shifts from blaming others ('you make me angry...') to ownership of feelings.

e.g. "You cussing my family is really making me angry", could become "When I hear people cussing my family I feel very angry, because I care about them and need them to be respected."

Based on research, what are the pitfalls to avoid?

- Failing to devote sufficient time to the meetings, leaving staff and students feeling let down
- Failure to plan the meetings carefully, with both parties fully briefed beforehand
- Inconsistency between Houses/ Subject Areas
- Failure to monitor and support the situation after a meeting

Restorative meetings and Detention procedures



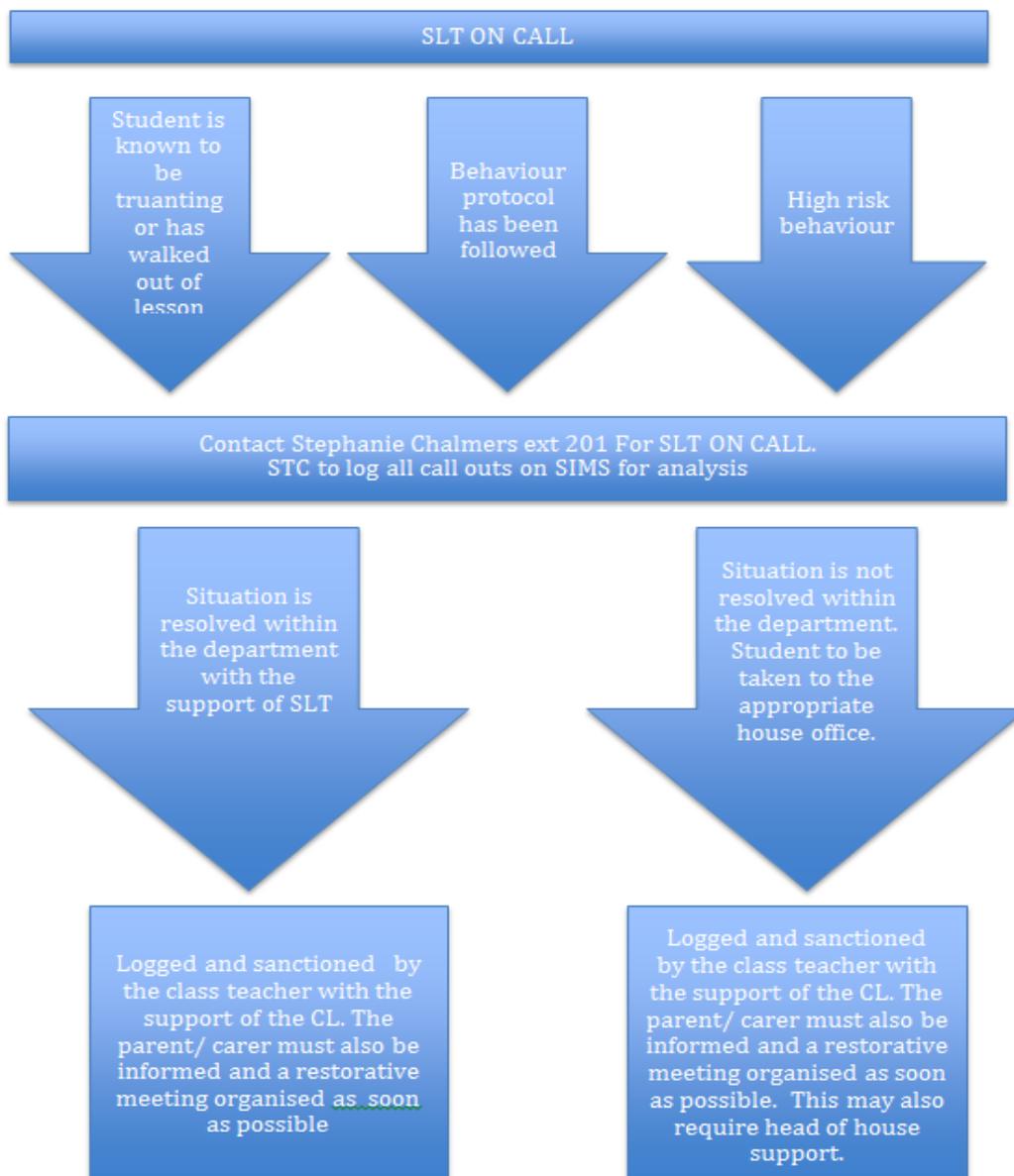
On call procedures

Staff should contact the pastoral office for SLT on Call in the following situations:

1. A student walks out of the lesson without permission
2. A student is known to be truanting
3. The situation involves a high level of risk
4. After the class teacher has followed behaviour protocol and has involved the CL/DCL:
 - Teacher issues warnings about student behaviour
 - The teacher has perhaps changed the seating of the student and behaviour is still an issue
 - The student needs to be moved to another teacher's class (see department parking rota)
 - SLT may be required if the student refuses to be moved or the teacher feels that the student needs escorting due to where the classroom is.

Sending students out of lessons to a member of SLT is a serious issue and must be viewed as such by staff and students. It should only be used when a student has become so disruptive that the normal work of the class cannot continue and the parking procedure has not been effective.

There will be a duty rota of SLT members covering all lessons and tutor times. Should that member of SLT be absent then a cover SLT member will be contacted as per the rota.



Whole school Supervision

Students should not be asked to queue outside classrooms

In order to ensure corridors are free flowing, students should not be requested to queue in the corridors outside classrooms. Please ensure you are prompt during lesson transition time to ensure that your students are able to enter the classroom as soon as they arrive.

All staff are required to supervise transition times

In order to better supervise transition times, all staff are required to monitor the corridor directly in front of their classroom, their office or other nearby areas.

If you are about to teach a lesson, please remain outside your classroom and supervise the entry of your students, as well as the safe flow and behaviour of other passing students. Providing clear instructions for your class to follow, or handing out a suitable starter activity as your students enter, will ensure you are able to remain at your door throughout the transition period and that the students are occupied and can settle quickly whilst others arrive.

If you are in an office, classroom or other area of the school, during a non-contact period, you are still required to supervise the flow of students throughout the transition period. If you are by an entrance or exit it would be more useful to supervise this area rather than a general corridor where other staff are already there.

What does supervision of the transition time mean?

You are required to ensure that groups of students are behaving appropriately for that area. This could mean using a one way corridor correctly, that students do not congregate for a chat, that students are quick if re-filling drinks bottles, that students are wearing their uniform correctly and behaving safely and respectfully.

We have all agreed our visibly consistent language is; the expectation that all students are expected to be READY, RESPECTFUL and SAFE. Ultimately these tie into our 5 Star Values; Trust, Respect, Compassion, Resilience and Aspiration. This is all useful language to include in your conversations with students and will demonstrate a clear and consistent approach from us all.

Please don't forget to notice the positives – first attention for good behaviour. There will be hundreds of students doing the right thing. Greet them and smile. This positive approach to behaviour will make it much easier to deal with the negative behaviour you may also need to deal with.

Supervision at the end of a lesson

All lessons should finish the same way. Once equipment, diaries, books, pens etc, have been tidied away, students should be asked to wait quietly behind their chair. Final messages or reminders and positive feedback can then be given before the class is dismissed, a few at a time.

Practical Curriculum Areas, such as PE, Dance and Drama should develop their own Curriculum Area procedure. All teachers within this area should follow the same procedure.

Summary

- Class teachers should greet students and allow them into the classroom or changing room, straight away.
- All staff should supervise the corridors during transition periods.
- Class teachers should supervise the end of lessons as indicated above, ensuring an orderly departure.