Behaviour Policy Addendum In light of the COVID-19 Full School Re-opening September 2020

From 20th March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

From the Autumn Term 2020 all schools will be expected to re-open fully to students in a safe and covid-secure way. The term will begin at Bishop Stopford's School on Thursday 3rd September 2020, with our first cohort of students starting on Tuesday 8th September 2020.

This addendum of the Bishop Stopford's School Behaviour policy contains details of our specific approach and strategy towards behaviour for learning in light of covid-19 and the relevant changes to our school provision from September 2020

School Behaviour and Ethos

This policy addendum is specifically intended to:

- ensure the safety of every member of staff and all pupils on our return to school in September 2020 and from that moment on
- encourage our pupils to take responsibility for their behaviour during this time
- tackle incidents/instances of poor behaviour effectively and fairly during this time
- allow all staff to feel safe and supported during this time
- foster an environment where all members of the school community respect and adhere to the social distancing guidance during this time

What we expect pupils to do during this time

- Pupils must only use the entrance they have been assigned to enter the school building.
- Pupils must sanitise their hands on entering the school building.
- Pupils must walk directly to the classroom they have been assigned.
- Pupils are not permitted to move around the building freely or open any closed door.
- Pupils must sanitise their hands on entering the classroom.
- Pupils must walk directly to their assigned desk.
- Pupils must only sit at their assigned desk.
- Pupils must not touch any desk assigned to another pupil or any equipment on a desk assigned to another pupil.
- Pupils must meet our expected behaviour in class which are set out in our ***Whole School Expectations***
- We will not permit any pupil to not meet any of our whole school expectations.
- Pupils must not attempt to make physical contact with any person.
- Pupils must not attempt to deliberately move within 2 metres of any person when it is possible to remain 2 metres apart
- Pupils must not deliberately and unnecessarily perform actions associated with symptoms of Covid-19, or actions associated with the spread of Covid-19, for example but not limited to, coughing and/or sneezing.
- Pupils must follow the government guidance when needing to cough or sneeze by covering their mouth and nose with a tissue or coughing or sneezing into their arm.

What we expect our teachers to do during this time

- We expect all our teachers to address any pupil whose behaviour is unacceptable, who breaks our school rules or who doesn't follow a reasonable instruction.
- Teachers will address poor behaviour in the classroom by speaking to the pupil and giving them an instruction to stop the witnessed behaviour - the first warning. If there is a second incident of poor behaviour, the teacher will address this again, but will not move the pupil's seat. If there is a third incident of poor behaviour, the teacher will issue the relevant sanction (e.g. minus points, phone call home, parental meeting, detention).
- If a pupil is required to be removed and attend another classroom within the bubble (Respite) they will be taken to another classroom of pupils in their same year group bubble.
- If a pupil is removed they will have an automatic detention at the end of the day where they must receive a restorative meeting with the relevant teacher
- Teachers will address poor behaviour out of the classroom by speaking to the pupil and giving them an instruction to stop the witnessed behaviour before logging the incident and raising it with the pupil's Head of Year.
- Where the behaviour of a pupil makes us worried that they are suffering, or are likely to suffer, significant harm, we expect our staff to follow our safeguarding policy.

The actions we may take when a pupil misbehaves during this time

Any pupil behaving in a way that does not meet the school expectations will be dealt with as per Bishop Stopford's School Behaviour Policy. Any pupil that displays behaviours that demonstrate they are not willing to cooperate with us in maintaining a safe environment during this period of the wider return to school will be deemed to have committed a serious breach of the behaviour policy and therefore an additional sanction may be considered.

The following are some examples of what we consider to be unacceptable behaviour specific to the context of the return to school in September 2020, though the list is not exhaustive:

- refusing to sanitise hands
- not moving directly to the allocated classroom
- deliberately making contact, or attempting to make contact, with another person
- deliberately moving within 2 metres, or attempting to move within 2 metres, of another person
- deliberately and unnecessarily performing actions associated with symptoms of Covid-19 or actions known to encourage the spread of Covid-19, for example but not limited to, coughing and/or sneezing
- not attempting to cover the nose and mouth with a tissue or arm when coughing and/or sneezing
- not moving straight home once dismissed from school
- not complying with school health and safety rules necessitated by covid-19

Behaviour outside the school during this time

- Pupils must not congregate in groups with others beyond their Year bubble or household before or after school.
- Pupils must leave the school site when directed and once through the gate make their way directly to their home.

Whole School Expectations

The information on the following pages gives a revised overview of the strategies and systems at Bishop Stopford's School in light of the Covid-19 pandemic and the relevant alteration to our school provision.

The policy is based on positive reinforcement of the rules and expectations in the school. It gives a framework to reward positive behaviour in the school and a clear structure to manage behaviour which does not meet the expectations of the Stopfordian Ethos in light of Covid-19.

Our vision is to provide an outstanding, inclusive and aspirational education for all our children. We believe that everyone in our community is capable of achieving beyond their expectations by living each day in all its fullness; spiritually, physically, intellectually, emotionally and morally.

Whole School Expectations – The Strive for Five Campaign

Our ethos is based on 5 basic expectations. In all of their endeavours, both inside and outside of school, we ask our students to uphold their role as Stopfordians; especially in these most difficult of times, and always strive to:

- ✓ **Be Respectful**
- ✓ **Be Considerate**
- ✓ **Be Successful**
- ✓ **Be Responsible**
- ✓ **Be Loyal**

What can we do to support this?

- Be consistent
- Support and reinforce the five expectations of the 'Stopfordian Ethos' in lessons and in all areas around school
- Maintain our expectations at all times and especially those related to social distancing and our health and safety
- Support each other, especially in reinforcing the new health and safety protocols
- **Be visible** in and around school and alert to health and safety protocols
- **Actively engage** with students in corridors and around school to follow health and safety protocols and promote positive wellbeing
- **Regularly and publicly** praise and **reward students who are meeting expectations**
- Recognise poor behaviour and **follow the systems** that are in place to tackle those students who do not meet expectations in lessons and around school
- **Support** lessons **to engage** and facilitate the learning, progress and attainment of ALL students
- **Communicate** achievements and negative behaviours to other stakeholders as per the sanctions and rewards policy
- Contact **parents** and/or relevant team leader appropriately and involve them in ensuring that expectations are upheld
- Support **tutorial work** that reminds students of expectations and promotes wellbeing
- **Publicise expectations** in classrooms and around school, especially those related to health and safety and wellbeing

Praise in Public

Focusing on the 'good'

- Greet students who arrive on time and praise those who are smartly dressed
- Praise students who are engaged in learning
- Publicly recognise students who give good answers during discussion work
- Support, acknowledge and praise adherence to Stopfordian Ethos
- Public recognition of excellence, using positive student conduct and achievement as an example to others
- Recognition and referral to the *Strive for 5*.
- Teachers are expected to give merits when appropriate.

To gain	I will	I will gain	This award can be given
Respectful Considerate Successful Responsible Loyal	1. Observe social distancing and follow all health and safety protocols 2. Focus fully on my work 3. Complete all work to the best of my ability 4. Follow school and classroom expectations regarding my behaviour 5. Listen to and follow teacher guidance to improve my work	2 points	Every lesson Every piece of work Every day
Silver Merit	1. Consistently observe social distancing and follow all health and safety protocols 2. Consistently work with maximum effort and enthusiasm 3. Consistently complete all tasks	5 points	Every lesson Every piece of work Every day
Gold Merit	1. Exemplary respect of social distancing and health and safety protocols 2. Outstanding work produced throughout the day	10 points	Every day
Stopfordian Ethos	1. Consistently uphold and follow our student charter and the expectations of the Stopfordian Ethos in light of Covid-19	25 points	Once every half term

Reprimand in Private

In lessons and around the school we aim to deal with poor behaviour swiftly. We aim to try to correct behaviour without detracting from the learning and to ensure appropriate respect for the health and safety protocols.

Low level behaviour and any failure to follow health and safety protocols should be sanctioned by the teacher using the reminder, warning, and sanction.
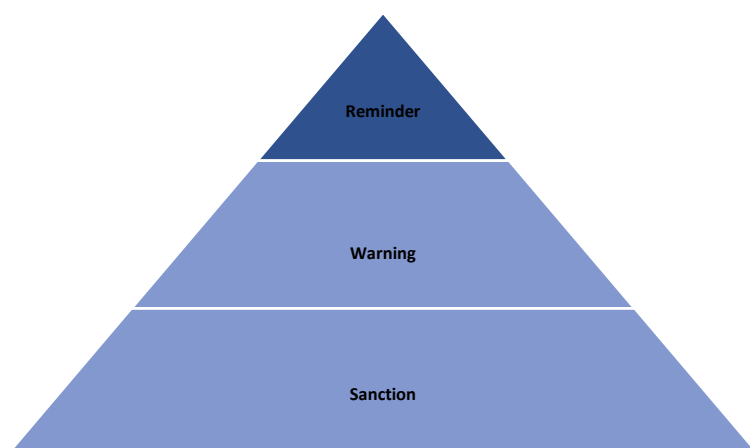
- Calling out/disturbing others
- Off task behaviour
- Lateness to lessons
- Talking in class
- Disrespectful comments / behaviour
- Chewing gum/eating in class
- Uniform infringement
- Lack of equipment
- Lack of classwork
- Having a mobile phone out in class
- Failure to observe social distancing
- Failure to sanitise hands appropriately

Failing this, students should be removed from the classroom/bubble area and their conduct assessed by the lead member of staff in the provision and a decision made on exclusion from the provision

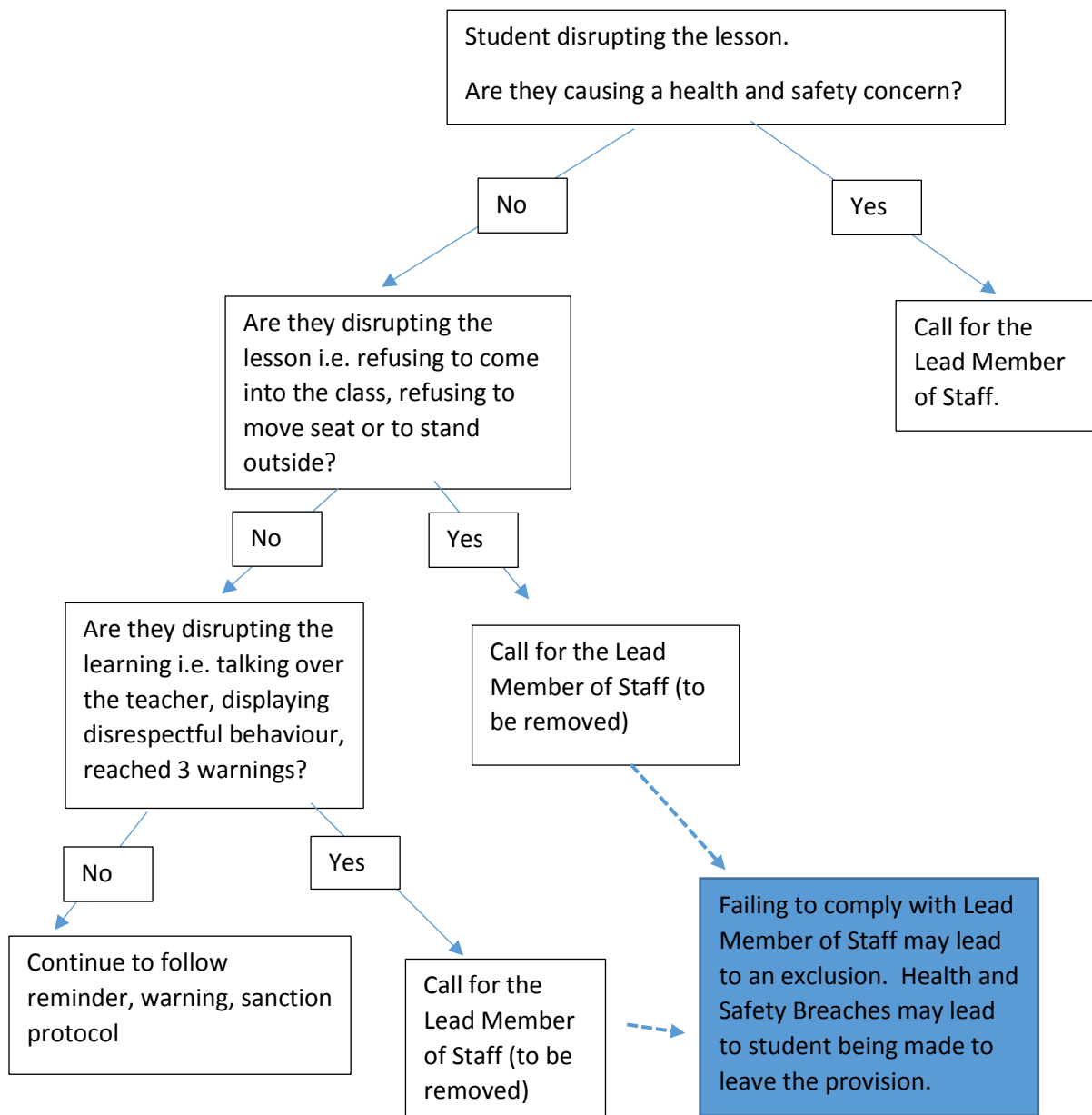| Removal from the classroom for students whose behaviour continues to be an issue after the reminder, warning and sanction protocol has been followed |
| --- |
| Persistently calling out |
| Persistently showing defiance |
| Refusal to follow school policy |
| Persistently being disruptive |
| Health and safety - instantly |

Outside of the classroom

The reminder, warning and sanction protocol also applies to outside of the classroom and within the `bubble' area and can be used by all staff including support staff. If a behaviour issue persists and is not resolved by the Reminder/Warning/Sanction system, then the Lead Member of staff may be called to resolve an issue (i.e. Patrol System).

Dealing with classroom conduct that does not meet expectations having used Reminder/Warning/Sanction

Student disrupting the lesson.

Are they causing a health and safety concern?

No

Yes

Are they disrupting the lesson i.e. refusing to come into the class, refusing to move seat or to stand outside?

Call for the Lead Member of Staff.

No

Yes

Are they disrupting the learning i.e. talking over the teacher, displaying disrespectful behaviour, reached 3 warnings?

Call for the Lead Member of Staff (to be removed)

No

Yes

Continue to follow reminder, warning, sanction protocol

Call for the Lead Member of Staff (to be removed)

Failing to comply with Lead Member of Staff may lead to an exclusion. Health and Safety Breaches may lead to student being made to leave the provision.

The purpose of the on-call element of the patrol system is to allow the teacher to continue to teach and to preserve health and safety within the bubble.

Our aim is for all students to be in lessons learning. Where possible attempts will be made to place the student back into their lesson unless the matter is a health and safety issue.

If a student needs to be removed the classroom teacher must log it on Bromcom.

There must be an attempt at restorative justice.

If the behaviour continues contact home must be made and logged on Bromcom.

Please keep the Lead Member of Staff updated.

School Sanctions

Behaviour	Sanctions
Low Level – This level of behaviour will be attributed two (2) negative behaviour points • Calling out/disturbing others • Off task behaviour • Lateness to lessons • Talking in class • Line-up infringement • Disrespectful comments and/or behaviour • Chewing gum/Eating in class • Uniform infringement • Lack of equipment • Lack of classwork • Other – e.g. use of mobile phone • Failure to observe social distancing • Failure to sanitise hands appropriately	**Low level –** • Reminder, warning, sanction protocol • Restorative discussion with student at the end of the lesson • If the student fails to adhere to the reminder and warning a code of conduct or class detention to be issued (during break) • If continues, remove (Shadow Timetable/Patrol) and follow with a restorative meeting • Confiscation of item (non-uniform, mobile phone etc) • If health and safety breach (Covid-19) remove (Patrol) and follow with a restorative meeting if relevant • Parental contact by member of staff (phone call)
Intermediate level – This level of behaviour will attribute five (5) negative behaviour points • Failure to follow instructions/open defiance • Swearing • Persistent, ongoing disruption • Smoking • Truancy • Failure to complete sanctions given by staff • Graffiti of school property/property of others • Serious failure or repeat offence of failing to observe health and safety protocols (e.g. social distancing, sanitising hands, deliberate coughing)	**Intermediate level – all of the above and/or:** • Removal from classroom by Patrol (Shadow timetable) • After school detention • Parental contact by member of staff (phone call) • Parental meeting (virtual if necessary) by member of staff/HOD/HOY
High level – This level of behaviour will attribute fifteen (15) negative behaviour points • Vandalism • Bullying • Racism, Sexism, Homophobia • Fighting/physical assault or aggression • Abusive language and conduct towards staff • Harassment or intimidation of a member of staff or student at school or off site • Bringing the school into disrepute • Persistent failure to comply with the school's behaviour and sanctions policy • Serious breach of health and safety including (Covid-19 e.g. spitting at another person) • Theft • Bringing alcohol, fireworks or other banned substances into school	**High Level – all of the above and/or:** • Exclusion –fixed term, permanent • Parental meeting • Behaviour contract • Pastoral Support Plan • Referral to behaviour panel

Top Ten Tips using guidance from Paul Dix

1. Get in and get out quickly with your dignity intact

- We know that to effectively deliver sanctions the message needs to be simple, clear and non-negotiable; in practice it is easy to get caught up in a lengthy argument or confrontation.
- Focus on moving in, delivering your sanction as discreetly as possible and then moving out quickly.
- Choose a phrase that you will withdraw on 'I need to see you working as well as you were in yesterday's written task, thank you for listening' or 'I will come back and give you feedback on your work in five minutes'.
- Avoid waiting around for the student to change their behaviour immediately; they may need some time and space to make a better choice.
- Engage another student in a positive conversation or move across the room to answer a question and only check back once the dust has settled. No one likes receiving sanctions and the longer the interaction the more chance of a defensive reaction or escalation.
- **Get in, deliver the message and get out with dignity; quickly, efficiently and without lingering.**

2. Countdown

- A good technique for getting the attention of the whole class is to use a 'countdown' from 5 or 10 to allow students the time to finish their conversations (or work) and listen to the next instruction.
- Explain to the class that you are using countdown to give them fair warning that they need to listen and that it is far more polite than calling for immediate silence.
- Embellish your countdown with clear instructions so that students know what is expected and be prepared to modify it for different groups:

'**Five**, you should be finishing the sentence that you are writing
Four, you should be giving me your full attention
Three, excellent Marcus, a merit for being the first to give me your full attention
Two, quickly back to your places
One, all pens and pencils down now
Half, all looking this way
Zero, thank you.'

- Some students may join in the countdown with you at first, some will not be quiet by the time you get to zero at first but persevere, use praise and rewards to reinforce its importance and it can become an extremely efficient tool for those times when you need everyone's attention.
- You may already have a technique for getting everyone's attention, e.g. hands up. The countdown technique is more effective as it is time related and does not rely on students seeing you.

3. Closed Requests

- Prefacing requests with 'Thank you' has a marked effect on how the request is received.
- 'Thank you for putting your bag on the hook' or 'Thank you for dropping your gum in the bin'.
- The trust in the student that this statement implies, combined with the clarity of the expectation, often results in immediate action without protest. It is almost a closed request which leaves no 'hook' to hold onto and argue with.
- A similar technique can be applied to requests for students to make deadlines or attend meetings that they would rather ignore, salesmen would call it an 'assumed close'.
- 'When you come to see me today get as close to 3.30 as you can so we can resolve this quickly and both get home in good time'. As opposed to, 'Meet me at my room at the end of school'.
- 'When you hand in your coursework next Monday, meet me by the staff room so that I can store it securely'. As opposed to, 'I want your coursework in on Monday'.
- You are assuming and encouraging a positive response; making it awkward for the student to respond negatively.

4. Get out and about
• Perhaps your greatest contribution to managing behaviour around the school site is your presence.
• If you have your coffee in the playground, your lunch with the students (what % of your students eat at a table with an adult every day?) and are ever-present in the corridor outside your classroom students will see consistency in your expectations for behaviour both in and out of class.
• They will grow used to your interventions in social areas and your presence will slowly have an impact on their behaviour.
• The relationships you forge will be strengthened, with opportunities for less formal conversation presenting themselves daily.
• In more challenging institutions there can be a tendency to avoid social areas or stray too far away from teaching areas.
• For a while it may seem that life is easier that way but by taking the long way round to the staff room to avoid potential problem areas and you risk being effective only within the confines of your classroom.

5. Jobs for the boys and girls
• At primary level students' mutual trust is encouraged through sharing and delegating jobs in the classroom. A well organised year 5 teacher will have students handing out resources, clearing and cleaning the room, preparing areas for different activities, drawing blinds etc. The students learn how to share responsibility with others and accept responsibility for themselves.
• It is often said that primary schools teach students to be independent and secondary schools teach them not to be.
• Year 7 students in their new schools are often surprised when their responsibility for the classroom is removed, 'Right I am counting out the scissors and I will come round and hand them out, don't touch them until I say', and their freedom of movement restricted, 'Do not get out of your seat without written permission!' etc.
• The tasks and responsibilities that you are able to share may seem mundane and trivial but by doing this an ethos of shared responsibility can be given a secure foundation.

6. Proactively developing relationships with the students
• It's not about trying to get down with the kids.
• Choose your opportunities to build a relationship with a student carefully. Open up casual conversation when the student appears relaxed and unguarded. Try asking for help or advice, giving the student something you know they are interested in (a newspaper cutting, web reference, loan copy of a book) or simply say hello and pass the time of day. You may choose to wait until you find a situation that is not pressured or time limited. Aim for little and often rather than launching into a lengthy and involved conversation.
• Remember, your intervention may be unwelcome at first. Your aim is to gently persuade the student that you are committed to building trust.
• Be prepared for your approaches to be rejected.
• The student may be testing you to see how committed to developing the relationship you really are. They may not welcome any informal conversation with you because it is easier for them to deal with a conflict than a relationship of trust. Or quite simply, they may have decided that all teachers need to be given a wide berth.
• Give your time freely and expect nothing in return; in time and with persistence your reward can be a positive relationship that others will be amazed at... "How do you get him to behave like that? In my lessons he has made a home under the table and is refusing visitors."

7. 'Chase me' – what to do with secondary behaviours
• Secondary behaviours are those that occur during your intervention or as you leave a conversation with a student. They are 'chase me' behaviours designed to push your buttons and gain a furious response.

- When you have exhausted all of your positive reinforcement, redirection techniques, warnings and sanctions and need the student to leave the room, the secondary behaviours are the chair being thrown back, or door being slammed, or the infuriating smile on the student's face.
- They may want to divert the conversation away from the original behaviour or encourage an adrenalin fuelled confrontation in the corridor.
- Don't allow them to take control of your behaviour. Resist the temptation to address the secondary behaviours in the moment. Instead record them and deal with them later on.
- The fact that the student has left the room means that they **have** followed your instructions; the dramatic trail of disruption that they have left can be dealt with when the student is calm.
- Your calm and considered response will be closely observed by the rest of the class and they will be impressed by your confidence even in those emotionally fuelled moments. The student may slowly begin to realise that their usual pattern of behaviour will not work with you.

8. Don't just get down, get way down!

- It is often said that getting down to students' eye level is important when delivering praise or sanctions to students. This can often be interpreted as leaning over a student rather than standing above them or sitting down next to them. I often observe teachers who think they are at the student's eye level but are actually still demanding that the student looks up at them. I prefer the student to be looking down at me; teachers who do this know that crouching down lower than eye level is not weak but assertive and confident physical language.
- When you are delivering sanctions there is less chance of a defensive/aggressive reaction, and when praising, you create a more private space in the room. If you are teaching in an open space or would prefer to speak to students standing at the side of the room, double the personal space that you allow the student or stand side by side with him (or her) and it will have a similar effect.

9. Duty at the school gates

- Duty at the school gates is not a popular pastime for many teachers. The complications of unwanted visitors mixing with students as they arrive or leave is compounded by the confusion of where the teacher's jurisdiction lies. Yet just as you can nurture a positive atmosphere in the classroom by standing at the door welcoming students or reinforcing positive behaviour at the end of the lesson so you can have an impact at the school gates.
- Your physical and verbal language is read by students as they pass; if you are calm, confident, positive, smiling, softly spoken and can reinforce students who are following the rules, it will set the right tone. Patrol like a cartoon policeman and you will attract negative responses and aggression.
- **It is your behaviour that has the greatest single impact on how safe students feel.** It may not be wise to try and challenge every incident of inappropriate behaviour immediately and in such a public arena so arrive at the gate prepared; a pen and paper to record when you choose not to intervene and a walkie talkie as back up for when you do.

10. Classroom Makeover

- With the growth of the interactive whiteboard and use of computer screens for teaching, many classrooms are reverting to students in rows with the teacher's desk at the front and in the corner. Thirty years ago the classroom was arranged for students to see the blackboard, now technology has replaced chalk but the difficulties of inflexible classroom configurations remain.
- When designing the layout of your room you also need to consider the management of behaviour. With students in rows and the teacher sitting behind their desk there are many hiding places for students to escape to. If you cannot get to students quickly and easily then the classroom becomes an arena where conversations about behaviour are broadcast for everyone to hear. Confrontations become more frequent, delivery of praise less subtle and as the teacher retreats behind the desk the physical divide can easily develop into a psychological one.
- As a reaction to the overuse of the blackboard much work was done to encourage teachers to use more dynamic classroom configurations. Desks in rows with the teacher's desk at the front makes the management of behaviour harder, stifles gentle human interaction and forces most conversations to be broadcast publicly. They may be able to see the screen but are they engaging with it or with you?

NEU advice and tips on positive behaviour management

Tips for supporting behaviour

1	Calm	Try to appear calm, even if you are not feeling calm. The first step in a difficult situation is to create thinking time, so try taking a deep breath
2	Status Preservation	Pupils operate within a peer group, so be aware of this and use private rather than public reprimands when managing behaviour
3	Empathy	Show empathy by avoiding challenging questions such as "what do you think you are doing?" try using "I understand that you are feeling… In our classroom we…"
4	Respect	Model appropriate behaviour to reinforce your expectations. Always show pupils respect
5	Building Relationships	Build relationships with children and their families. If there is a significant change in behaviour flag it up with parents/carers and the senior leadership team (SLT).

Praise and Expectations

Think about the culture you are trying to develop. Your relationship with your students is key, let them know you have high expectations and always praise effort.

Bear in mind that for pupils with SEND individual targets and expectations may be required. These should be discussed with the school SENCO, their previous teacher if possible, the pupil and their parents/carers.

You could:

- praise efforts to follow your behaviour guidelines as this will encourage others to mirror good behaviour
- choose one goal at a time – there may be a million behaviours you want to change, but you won't be able to change them all at once
- focus on a learning attitude and put it on the wall
- a 'praise board' or 'recognition board' can be useful for discouraging low-level disruption – it could also be marbles in a jar, stickers – any way of recognising positive behaviour. Be aware some children have difficulties accepting praise
- always add a name to the board for doing the right thing, never for the wrong thing, and when you get to 50 names, celebrate with applause
- have high expectations; rather than saying "bring a pen", "look at me", "put your bag at the side of the room", which are functional behaviours, set the expectation much higher
- talk about solutions, curiosity, perseverance, courage and independence.

Building your confidence

To increase your confidence in managing behaviour the following tips may be useful:

- be aware of the different levels of concentration pupils are capable of
- build on pupil interests wherever possible within curriculum confines
- establish a reward system that pupils value, which is differentiated to accommodate pupils' individual needs including those with SEND
- ensure that inappropriate behaviour is dealt with quickly, consistently and fairly

- enlist the help of a senior staff member or the SENCO to advise on behaviour issues
- work with external agencies and parents to ensure consistent approaches are used.

Show you care

Being in charge is extremely important, but it's just as important to show that you care about your pupils:

- be warm, respectful and kind
- take an interest in your pupils as individuals with lives outside of the classroom
- be proportionate with consequences and make sure you start every lesson with a clean slate
- smiling helps, as does a little fun.

Entering the classroom

How pupils enter the classroom can set the tone for the lesson. Some schools have set procedures, others leave it to teachers:

- establish routines outside the classroom
- give pupils a challenge on paper as they come into the classroom or have a stimulus on the board to focus pupil discussion.

Seating Plans

Seating plans serve a number of purposes:

- they subtly communicate that the teacher has responsibility for managing the classroom environment
- they help in learning names
- they enable the most efficient and least disruptive grouping of pupils.

Consider how anxious pupils will react to a change in routine. If the plan does not seem to be working:

- discuss individually with the pupil
- ensure pupils who are on task are not penalised by seat swapping.

Positive encouragement

For a pupil who does not always respond well to praise, you could try:

- using understated praise to the individual, not the whole class
- involving the parent/carer or form tutor to triangulate praise, as above, for example sending positive postcards home
- implementing a whole-class reward system to avoid singling anyone out, such as names on a board, as above
- asking the pupil to choose a target for the lesson and give reward/praise if met, even if other behaviour was inappropriate
- giving the pupil a role/responsibility within the class
- praising work achieved rather than behaviour
- setting a personal/social/emotional target

- encouraging the pupil to keep a diary of positives/negatives
- having one-to-one or group activities to build confidence/self-esteem
- organising circle time appropriate to their needs.

Using Your Voice

It is important to distinguish between shouting in anger and raising your voice to warn of danger. There is no place for shouting if it:

- signals anger to pupils
- teaches pupils that it is acceptable behaviour
- makes a noisy class noisier
- isn't good for you – losing your voice is a real danger.

While there may be circumstances when it is appropriate to raise your voice in a measured, proportionate way, you are more likely to gain attention and get your message across by speaking more quietly or using non-verbal cues.
You can also model the different noise levels and voices that are appropriate for the context, for example silence, pair voices, group voices, voices for answering a question, and playground voices – which are unacceptable in the classroom.

Positive engagement with pupils

If you find yourself getting drawn into arguments with pupils:

- don't accept the provocation
- use the partial agreement technique, for example: "I understand that you want to sit next to your friend but your place is over there"
- have planned responses
- state the instruction and walk away, allowing the pupils time to start the task
- don't display your stress – appear calm and in control
- take a deep breath.

The school's behaviour policy

If you are following the school's behaviour procedures, but pupils complain and say they don't have to do 'x' or 'y' in other classes, try the following:

- make every effort to be consistent in the way that you follow the policy
- provide a calm and assertive response, eg "You know the rules and my expectations of your behaviour"
- the school behaviour policy should provide advice on ways in which the school specifically manages the behaviour of pupils with SEND – this should provide advice on a differentiated approach
- discuss the issue with your mentor/senior colleagues; if there really is inconsistency in the way staff follow policy and procedures, this needs to be addressed.

Be assertive

To be an assertive teacher:

- be firm but fair
- don't react to inappropriate behaviour, manage it
- make clear your expectations and rules
- make use of non-verbal communication, such as thumbs up, time out cards or looks
- if you say you're going to do something, make sure you do it and if you don't, apologise
- consistency is key (with the proviso that a differentiated approach may be required for pupils with SEND)
- follow through on inappropriate behaviour and follow through on consequences
- focus on rewarding positive behaviour
- make use of humour but avoid sarcasm at all costs.

Keeping students on task

When pupils are supposed to be working independently or in groups but use it as an opportunity to chat or mess around, to encourage them to stay on task, you could:

- provide a choice of two or three tasks, this may help if the reason for disengagement is boredom with the set task
- deliver gentle reminders to individuals or groups
- pause the activity, allow for thinking time and ask pupils to feedback on what they have done so far
- use positive encouragement, such as: "You've made a good start – what do you need to do next?"
- set and stick to time limits for tasks
- ask open questions, for example: "What should you be doing now?"
- review the task – was it interesting, relevant, appropriate; did pupils have the resources they needed to do it well?

Low Level Chatter

Low-level chatter can be an issue, even in an experienced teacher's classroom. Try some of these tips to address it:

- give pupils legitimate opportunities to talk, eg talking with their partner or small group work
- use challenges to encourage pupils to be quiet as quickly as possible, eg "That took 30 seconds – that's good, next time see if we can halve it"
- clap your hands, sound a horn, use a musical instrument or use a silent gesture eg hand in the air
- write instructions on the board
- set a task as soon as they enter the room – they might be more willing to listen as a result
- understand that some pupils with SEND will need reasonable adjustments in regard to calling out or reacting to instructions
- use engaging short tasks
- set rules, eg "When I ring the bell, that means I need you to be quiet"
- build relationships – pupils are more likely to respond to a teacher they like and respect
- consider your input time and pupils' concentration.

Managing Calling Out

To manage inappropriate calling out from pupils:

- understand that some pupils with SEND will need reasonable adjustments in regard to calling out in class and individuals' targets should be discussed with the SENCO, pupil and their parents/carers
- establish boundaries around calling out
- if you use 'hands up', reinforce it with a visual cue by raising your hand when inviting contributions
- use 'talk partners' or similar, where pupils have a short amount of time to discuss the answer to a question with a partner, then pick an individual to answer
- tactically ignore it, repeat your expectation that there is no calling out, and follow it up privately afterwards.

Answering Back

It is important to deal with rudeness, answering back and general disrespect:

- always address it appropriately
- do not overreact by saying something like "how dare you speak to me like that?"
- make them aware of the effect of their behaviour – if it happens more than once, follow it up – this could involve a discussion outside class time
- consider some pupils struggle to differentiate between rudeness and fact.

Supporting pupils who need or want extra attention

- consider if there is an explanation for it, does the child have a special educational need or has there been a significant event in their life?
- try to reframe your view of their behaviour, not necessarily accepting it but working with the pupil to change it
- if there is an impulsive element to it, give a set time when you will respond, eg "I'll come to you when I have finished at this table"
- if the pupil is new, identify pupils to help them settle in
- teach the pupil the acceptable ways they can get your attention
- praise and positively reinforce acceptable behaviour.

Engaging reluctant pupils

- consider the reasons for the refusal/reluctance in the context of previous encounters with the pupil and prior knowledge of the pupil
- is there a special educational need which affects their behaviour?
- use the language of choice
- repeat the instruction, using an 'I' statement, finishing with "thanks" and allow take-up time
- follow the school's procedure in a measured, firm, fair and consistent way
- keep words to a minimum to avoid coming across as nagging
- stay out of their personal space and ensure your body language conveys calmness
- try not to ask demanding questions – these can push the pupil into 'fight or flight' mode.

Managing pupil comments

To manage comments between pupils, such as when they make fun of one another's appearance or rubbish each other's work:

- follow the school procedures for overtly hostile bullying or abusive comments
- revisit the class contract
- be assertive when challenging the comments being made
- use 'I' statements, eg "I need you to stop saying things like that, as I expect everyone to treat each other with respect in this class"
- have a quiet word with those involved
- work with the whole class to develop understanding around issues.

Working with parents

To work collaboratively with parents, let them know their views are valued:

- develop positive relationships with the parents – explain that the school seeks to work in partnership with parents
- clarify the school's expectations which should be set out in the home-school agreement
- don't just contact parents about negative behaviour – regularly let parents know when their child has behaved well
- keep a reasonably detailed and factual record of incidents, eg "Ethan left his seat, went across the classroom and hit James on the back", rather than "Ethan disrupted the lesson"
- you may wish to ask another teacher to be with you when you talk to parents initially in order to have an accurate record of the exchange
- seek advice from your mentor on school procedures for meeting parents.