

Expectations for learning in the classroom – Staff Guidance

In all classrooms we aim for praise to outweigh sanctions, there should be a 5:1 ratio. We need to concentrate on **positive aspects of behaviour**.

There is a clearly defined process for managing unwanted behaviour and issuing sanctions in school and staff CPD focusses heavily on positive behaviour management strategies, personalisation, and the building of authentic relationships with students. Where possible students are issued with a warning to enable them to rectify their behaviour, though there are times when the nature of the behaviour does not warrant a warning as it is so serious. Trinity School uses a consequence or 'C' system for poor behaviour which is outlined in more detail below.

'Setting the scene for positive behaviour is key'

Positive role model – be at the door first, smile, be enthusiastic about working with the students and about the content/context of the lesson. Discuss how successful learners deal with the frustrations and create a calm atmosphere. Think about Spiritual, Moral, Social and Cultural issues and how developing the 'big picture' with students allows them to think outside the box. Remember we are a Church of England School, and are here to model our 'Trinity Values' of trust, compassion, endurance, hope and community. Tolerance of each other, respect and, perhaps moreover, acceptance of each other and our differing needs is key.

Giving Achievements and Praise - apply achievements and praise with care – be sure you have explained why a student has received the achievement or praise as some students may feel that individuals are given acknowledgements unjustly. Take regular opportunity to celebrate and model good work/conduct both with individuals, and the whole class.

Start each day with a clean slate – in keeping with known 'Establish, Maintain and Repair' (EMR) strategies, make sure that incidents have been dealt with from prior lessons. Consider the use of restorative justice and securing support for this as appropriate. Please clean Expectations Boards at the end of the day. Students should be spoken to in the Expectations detention where possible so that you can discuss issues presented in class.

Be consistent - use this and only this approach with **all** students as they must perceive this as a predictable, reliable and consistent pattern. State the facts when you describe behaviour. Do not invite discussion by phrasing your comments as questions, e.g. "Why are you talking?" Rather, "I've asked you not to talk, C1". Ensure that students know it is your priority to maintain the pace of your lesson for the benefit of all students. The Expectations System does not mean that effective behaviour management strategies are not used. Effective and efficient behaviour management should mean that the Expectations System is not used exhaustively because pace, challenge and positive reinforcement should sustain students and enthuse them.

Key questions to ask yourself

- Have I planned my lesson appropriately and shared my learning outcomes with students?
- Am I praising and rewarding those who behave? Do I take regular opportunity to celebrate and model good work/conduct?
- Is the work challenging and exciting enough to engage students in learning?
- Are the resources appropriate and readily available so that pace is maintained?
- Have I greeted them at the door and issued an entry task/connect activity and made my high expectations clear at the beginning?
- Is my seating plan right and have I made my 'reasonable requests' clear?
- Have I taken control of the class on entry, during the lesson and at dispersal?
- Do I know who my SEND students are and what their specific needs might be?
- Have I accessed 'best practice' guidance for SEND students (personalised provisions via ClassCharts) and planned appropriate micro-strategies for them?
- Have I remembered to apply the actions for specific students I outlined in my progress sheet and are they in line with guidance from LS and Year Team, where appropriate?

The Consequence System

Expectations/Behaviour	Behaviour Management Dialogue/Strategies
<p>Warning – Rule Reminder A warning can be given to an individual and also a group/class. Blanket warnings can be given for:</p> <ul style="list-style-type: none"> • Chewing • Swinging on furniture • Shouting out • General ‘carrying on’ <p>Where the behaviour is particular to one student a blanket warning cannot be given for example:</p> <ul style="list-style-type: none"> • Poor levels of work • Talking to another student across the classroom • Distracting others <p>Blanket warnings are not recorded as C’s. If a student misbehaves after the blanket warning, they are to be recorded as a C1</p>	<p>“Lucy you are talking. If you choose to keep talking that is a C1”</p> <p>State what is happening and give rule reminders.</p> <p>Try and identify behaviour that is proactive/positive.</p> <p>You do not have to write the student’s initials on the board at this point.</p>
<p>C1-First formal negative behaviour</p> <p>The student’s initials must be written on the board at this point.</p>	<p>“Lucy you have continued to talk across the classroom” “Lucy you are now on a C1”</p> <p>Mark the moment of poor behaviour, but then redirect behaviour with teaching and learning reminders. Raise expectations and diffuse the situation by praising those who are working well.</p>
<p>C2 – Second negative behaviour</p> <p>The student’s initials must be written on the C2 section of the board at this point.</p>	<p>“Lucy you have again continued to talk you have now moved to a C2”</p> <p>When you have given the verbal comment try speaking privately to the student. Getting down to the student’s eye level being more personal can help diffuse whole class communication, this will keep the class calm, additional signals or non-verbal refocusing is useful.</p>
<p>C3 - Third negative behaviour</p> <p>The student’s initials must be written on the C3 section of the board at this point.</p>	<p>“Lucy you are on the verge of leaving the lesson because you are not behaving reasonably.”</p> <p>Remind the student that it is their choice to break the rules and the rule they are breaking. Offer them solutions on how they can alter their behaviour:</p> <ul style="list-style-type: none"> • Set time markers for completing work, “You are here now and when I come back you should be here”, mark with the time. • Moving seats – if this is possible • Offer different activities <p>Ask them to take a minute to think about their behaviour. This should not be out of the classroom. Take time to remind them of sequence of events that follow a C4 and provide adequate time for behaviour to be moderated and/or Pastoral and Senior staff to support during their Learning Walks.</p> <p>Persistent and repeated activity with individuals between C1-3 should be logged, to help build a picture and to aid parental engagement. The ‘Persistent C1-3 Behaviour’ icon should be used for this.</p>

<p>C4 - Fourth negative behaviour</p>	<p>“Lucy you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to the (nearest) LRA; this is ...”</p> <p>At this point the student must leave the room to report to the Pastoral Team in the nearest LRA</p> <p>The student needs to leave with learning material</p> <p>If Lucy becomes argumentative and refuses instruction, seek support by using the Sims envelope/red lifebuoy ring icon (top right) to trigger a radio call for assistance. Support will attend to remove Lucy. This will be regarded as ‘C4 Fail’ and follow on C5 sanctions will be actioned by Year team typically for the following day but in rare circumstances (such as repeated C4 in one day, emergency C5 alternative could be sought via HOY/SLT discussion, if there are concerns about behaviour for the rest of the day - see section below for details.</p> <p>The sending teacher enters an immediate C4 log when sending Lucy to another venue. 5 points will automatically be added to Lucy’s individual tariff. Detail regarding the behaviours should be added to Class Charts as soon as possible afterwards (to aid hold back detention dialogue) but no later than 4pm each day and a telephone call/email conversation should take place between the C4 teacher and the parent/carer.</p> <p>The initial log triggers automatic (ClassCharts) communication home with detail of which teacher has given the sanction, as well as offering additional notification to receiving staff</p> <p>At the LRA;</p> <p>Receiving Pastoral staff engage Lucy in discussion re the behaviours, call home to notify parent/carers of the situation and confirm that Lucy will participate in an end of day hold back detention. (There could be communication between year tutors at this point in case its best left to others to make the initial call)</p> <p>When receiving staff are satisfied that Lucy is ready to return to the classroom, they will escort Lucy and offer necessary reassurances to teaching staff..’Lucy and I have had a positive discussion and I have been reassured that she is ready to work hard now that she has had a chance to reflect on her behaviour. If she does not then please send her back to me and she will then have failed her C4 for an immediate C5 tomorrow’.</p> <p>All C4’s registered on classcharts during the day will inform filterable (by Registration group) Year Group hold back lists for the end of each day. These will be available at the start of pm registration.</p> <p>If Lucy is removed from a lesson for a second time, she will be retained by Pastoral staff in the LRA and will be recorded as a ‘C4 Fail’ in Classcharts. This will initiate a C5 placement.</p> <p>Note for Pastoral Colleagues; C4 interventions are to be prioritised over C1-3 walks/conversations There will be times when you need to leave the Year team area during lessons. If this is necessary, cover should be negotiated via TST Pastoral teams who will need to work closely together to ensure students are dealt with appropriately and to avoid students wandering and taking advantage of being dealt with by an alternative team.</p>
<p>Hold Back Detentions</p> <p>Hold back detentions can be issued for behaviours that aren’t included in the classroom C-system.</p>	<p>It is important to stress the value of ‘ownership’ and dealing with problems on an individual and more immediate basis where possible. This could be done during end of lesson hold backs for example, rather than referring on to others.</p> <p>Hold back detentions are available for times when individual efforts have run their course. They are to support staff who (despite their own interventions) witness</p>

<p>Opportunity exists to extend the duration (up to 25 mins), through coordinated handover</p> <p>Hold back detentions fall into 5 categories;</p> <ol style="list-style-type: none"> 1. C4 hold backs 2. Punctuality hold backs 3. Uniform breach hold backs 4. Social (breaktime behaviour) hold backs 5. Persistent homework/equipment hold backs 	<p>repeat unwanted behaviours such as: offending corridor behaviours (including ad-hoc uniform breaches) and who have failed to elicit an appropriate response from students, or when a member of teaching staff has exhausted local efforts (including parental engagement) and still hasn't improved homework/equipment compliance. They also accommodate morning uniform and punctuality routines, as well as being the automatic sanction for a C4 classroom removal.</p> <p>Holdback detentions can be issued using the appropriate Classcharts 1-5 sanction icons. If entering the sanction, it is important to activate the detention option when prompted. This will automatically add the student to the daily hold back detention register. Duty staff may find it difficult to add logs and so social hold back recommendations can also be made verbally to SLT on duty, who will ensure that names are added to the daily Classcharts registers.</p> <p>These Classcharts logs will automatically trigger communication home. Names and log details will be added to the daily Form Tutor lists to inform hold back detention activity.</p> <p>NB 'Emergency' (See when do I call for assistance section below) corridor behaviours are to be referred immediately to Senior Staff, who will decide the most appropriate course of action.</p> <p>How can I deal with my own students in hold back detentions?</p> <p>From time to time, staff will want to address students personally, to resolve issues and maintain relationships. This should be organised through email communication with the attached Form Tutor, who will ensure the student is held back long enough for you to report to the Form room.</p>
<p>C5</p> <p>Fifth negative behaviour (Failed C4)</p> <p>or</p> <p>Immediate 'emergency' C5 consideration (to be agreed by SLT via HOY) for:</p> <ol style="list-style-type: none"> 1. Refusal to comply with C4 procedures 2. Verbal abuse against an adult 3. Occasions where the health and Safety of individuals is at risk of serious harm 4. Other behaviours at the Headteacher's/Senior Leaders discretion 	<p>Fifth misbehaviour (failed C4) or serious behaviour incidents will inform a C5 Zone sanction.</p> <p>The referring (Pastoral) staff member needs to add a 'C4 failed' log to ClassCharts to allow for scheduling of C5 sanctions and parental communications. 10 points are added to the student tariff. The necessary detail must be added to the 'C4 failed' log by 4pm each day.</p> <p>Staff referring students on an 'emergency' basis need to action press the Sims envelope/red lifebuoy ring icon (top right) to trigger a radio call for assistance</p> <p>Any student receiving a 'C4 failed' log will be expected to attend the C5 Zone sanction on the next school day.</p> <p>Any student removed from class on an immediate C4 'emergency' basis, may be expected to attend the C5 Zone sanction on the next school day, subject to qualification of the emergency status. In some cases, this may be actioned immediately depending upon the nature of the incident and at the discretion of Senior Staff.</p> <p>To secure support for an immediate C4 (C5 consideration), teaching staff should use the Sims envelope/red lifebuoy icon (top right) to trigger a radio call for assistance. Note that this should not be used for non-emergency situations.</p> <p>Once the C5 sanction is agreed between HOY and SLT, access to a C5 placement is to be approved and scheduled via ABK, who maintains an oversight of the daily group dynamic. Once agreed, ABK will log the sanction into Classcharts, to ensure it is recorded and points are added to the student tracker. HOY at this stage are to inform parents verbally, ahead of the formal notification letter.</p> <p>On the day of a C5 sanction, if the student doesn't arrive, the C5 staff will query with connected Pastoral Team, if the student is absent C5 staff will be rearranged for the next day, If found and brought, the C5 staff retain students for the extended day (finish at 3.40) ensuring that parents/carers are notified via Pastoral teams.</p>

	<p>Please note that the C5 Zone facility is not classed as an 'isolation room'. Students are supervised at all times. They are also in the Zone facility with other students and therefore are not isolated from peers. Students are able to ask questions as needed as long as they respect normal classroom etiquette.</p> <p>Learning opportunities will be provided for students and encouragement given to use the time in the room as productively as possible. Students will have access to all necessary learning materials including lap-tops and headphones and will be able to study independently as appropriate.</p>
<p>C5 Truancy</p> <p>Students found to be truanting will be successfully returned to their timetabled lesson or retained in the company of linked Pastoral staff as relevant.</p> <p>All instances of suspected truancy should be referred to Heads of Year for investigation. HOY will issue a C5 truancy sanction if appropriate to do so, via conversation with Senior staff and according to Zone referral procedures.</p>	<p>Teaching staff are encouraged to check registers carefully and query discrepancies with Pastoral Teams via email. This is to ensure that logs and follow up activity are actioned appropriately.</p> <p>Similar contact should also be made if a student leaves your lesson without permission, or you see a student around the school during timetabled lessons without necessary permissions.</p>
<p>The C5 Room</p>	<p>Staff are provided with a list of students due into the C5 Room.</p> <p>The same expectations apply when in detention and in the C5 Room as in any other learning space- adults' instructions need to be followed and learning cannot be disrupted. When in C5, students must follow the rules of the C5 Room (Appendix 3d)</p> <p>Curriculum Leaders are expected to support the Zone team fully, by providing access to suitable learning material for all units of work, as well as schemes of work etc, so that C5 supervisors are adequately equipped to support individuals. It is important to remember that some placements may be actioned immediately, according to discretion of Senior staff.</p> <p>Some teachers may wish to send specific pieces of work for students to complete. This is fine, and should be sent via email to ABK.</p> <p>If you are allocated to cover the C5 Room please follow the rules on the desk. These should also be displayed on each student desk and read out to students in the C5 Room at the start of each one-hour lesson.</p>
<p>Fixed Term Exclusion</p>	<p>A fixed term exclusion is actioned when a student is in breach of the expectations outlined in the reasons for fixed-term exclusion section. The incident needs to be logged in as much detail as possible before the Headteacher will consider any form of exclusion. For Fixed Term Exclusions, work will be set. This can be sent home with the student or via email. It is important that work is set and logged on the exclusion authorisation form (see appendices 3e and 3f).</p>
<p>Re-Integration Meetings</p>	<p>Reintegration meetings will be held with the student and the parent/carer when a student returns from an exclusion. At this meeting the student's behaviour will be discussed and the reintegration form will be completed (see appendix 3g).</p>

Guidance for following a reasonable request – refusal to follow a reasonable request means that students are persistently not complying with a reasonable request. It does not necessarily mean that students are immediately given a C4, but they are asked 4 times to comply:

“Lucy can you please ...”

“Lucy I have asked you to ... can you please do so.”

“Lucy, are you refusing to follow a reasonable request to ...”

“Lucy you have refused to follow a reasonable request and you have now C4d yourself.”

Additional Guidance

When do I call for further assistance? If there is a serious incident (not for ‘C’ classroom behaviours), then a senior member of staff must be contacted using the SIMS emergency alert. Emergency situations include;

1. Refusal to comply with C4 procedures
2. Verbal abuse against an adult
3. Occasions where the Health and Safety of individuals is at risk of serious harm
4. Other behaviours at the Headteacher’s/Senior Leaders discretion

During Registration sessions the Expectations System is used as it is during taught lessons

Uniform and Punctuality

Uniform infringements that are not supported with the required uniform card, or jewellery/make up infringements will be addressed daily by Senior and Pastoral staff who are on duty at student entrances. Breaches of expectation will inform a Classcharts log and a same day 10 minute ‘hold back’ detention at the end of pm registration. These should be evidenced in Classcharts. Uniform guidelines can be found on the following link <https://trinity.cumbria.sch.uk/uniform/#>.

Punctuality

This will also be reviewed daily by Form Tutors. Any student with an ‘L’ code during the day will be detained for 10 minutes during the end of day ‘hold back’ detention. It is the responsibility of Form Tutors to register these on Classcharts,

Smoking/Vaping off site/general unwanted behaviour off site – If students are in uniform and on their way to and from school, they are our responsibility. Expectations System sanctions can be used. If you see student smoking/vaping or behaving inappropriately on or near to the school premises, please address them, before deciding upon the merit of a Classcharts entry.