

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 style="text-align: center;">Warning – Rule Reminder</p> <p>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 style="text-align: center;">“Lucy you are talking. If you choose to keep talking that is a C1”</p> <p style="text-align: center;">State what is happening and give rule reminders.</p> <p style="text-align: center;">Try and identify behaviour that is proactive/positive.</p> <p style="text-align: center;">You do not have to write the student's initials on the board at this point.</p>

Expectations/Behaviour	Behaviour Management Dialogue/Strategies/Procedure
<p style="text-align: center;">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 style="text-align: center;">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 style="text-align: center;">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 • 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.

Expectations/Behaviour	Behaviour Management Dialogue/Strategies/Procedure
<p style="text-align: center;">C4 - Fourth negative behaviour or immediate C4 for Health & Safety</p>	<p style="text-align: center;">“Lucy you have now moved to a C4 because ... which means you can no longer stay in the room.” “You need to go to a Good Neighbour Room; this is ...”</p> <p>At this point the student must leave the room to attend the assigned Good Neighbour room. The student needs to leave with learning material and the Expectations sheet filled in. If they become argumentative then defer and ask for them to discuss this when they return- disrupting learning further or being rude and/or disrespectful may mean a ‘C4 Failed’ log is issued and the student is sent to C5.</p> <p>The sending teacher enters an immediate C4 log when sending a student to another room. 5 points will automatically be added to the student’s individual tariff. Detail should be added to Class Charts by 4pm each day.</p> <p>The initial log triggers automatic (ClassCharts) communication home with detail of which teacher has given the sanction.</p> <p>The teacher informs the student of the detention date and venue (next available Department day). This should be recorded on the expectations sheet, but it will also be sent out on the communication to student and parent/carer via Classcharts.</p> <p>Students must be at the C4 GN room with learning material and the Expectations sheet, within 5 minutes of being sent. Students stay in this room and must not cause disruption or disturbance to a class if a lesson is underway. Failure to meet these instructions will mean the issue of a ‘C4 Failed’ log from the C4 GN supervising teacher and the student being sent to the C5 room.</p> <p>Students are to be returned to the sending teacher in the last 5 minutes of the lesson. When they return discuss with them their behaviour and the strategies that will be put in place to support them next time. This needs to be explained before next time so they can start with a clean slate. Should a student fail to return, the sending teacher should enter a ‘C4 failed’ log with a note that the student did not return, to initiate student/parent communication re the next day C5 sanction (A student already assigned to a C4 detention on the same day, will serve both the C5 and C4 detention in the C5 Zone supervision room)</p> <p>If a student does not attend a detention because they are ill; the detention will automatically move (‘roll over’) to the next available dept detention. The responsibility to confirm or check this lies with the student. Reminders will be issued via Classcharts.</p>

Expectations/Behaviour	Behaviour Management Dialogue/Strategies
<p style="text-align: center;">C5- Fifth negative behaviour or immediate C5 (only after liaison with SLT via HOY) for:</p> <ul style="list-style-type: none"> • Health and Safety • Violence or threatening behaviour towards others • Walking away from a member of staff • Refusing to hand over items which are not allowed in the School • Swearing/smoking/vaping • Not attending a C4/C4 OTHER detention Refusal to follow a reasonable request • Other behaviours at the Headteacher's/Senior Leaders discretion 	<p>Fifth misbehaviour (in GN) or excessive and unexplained lateness to the C4 venue means that the student is sent to the C5 Zone supervision room for the rest of the lesson the C4 was issued in.</p> <p>Again the Expectations Sheet needs to be completed, with the time etc.</p> <p>The sending teacher needs to add an immediate 'C4 failed' log to Class Charts to notify the receiving team and to allow for scheduling of follow on 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 supervising the C5 Room enter C5 including subject into Classcharts, no additional points are added, no communication is sent home. C5 staff enter details of behaviour in the C5 room.</p> <p>The student needs to return to lessons following the period in C5 supervision. Before they leave, the C5 staff advises the student they are expected the next day in C5 room for a full day.</p> <p>On the day, if the student doesn't arrive, the C5 staff will query with connected Pastoral Team, if the student is absent C5 staff will rearrange 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>Any student receiving a 'C4 failed' log will be expected to attend the C5 Zone supervision room on the next school day.</p> <p>Please note that this is not classed as an 'isolation room'. Students are supervised at all times. They are also in the room with others (unless they are the only student on a C5 that day) and therefore are not isolated from their 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 made to use the time in the room as productively as possible.</p> <p>In some instances, where immediate C5 behaviour(s) are being considered, the linked HOY should be involved. HOY may also refer students to C5 Zone after consultation with SLT.</p>

<p style="text-align: center;">C5B</p> <p>If a student fails their day in the C5 Room and are still disrupting the room they will be supervised by a member of SLT, as a last attempt to avoid an FTE.</p>	<p>This strategy may be used if a student refuses to enter Zone Supervision or fails their day by going C1-5 in the room and are still causing disruption in the room.</p> <p>In such circumstances, Staff in the C5 room radio for SLT who will decide if a C5B or C6 should be actioned. SLT will inform C5 staff of the action to take i.e. if C5B sanctioned and if the student should be in the C5 room the next day. No communication is sent home, 10 points automatically added.</p> <p>If the student is refusing to engage, parents should be contacted for support and then the student can enter the room and complete their day (staying until 3.40pm for the initial refusal to enter and necessitating the call home). If students still refuse, they are to be supervised by Senior/Pastoral staff as a C5B and then repeat the C5 day the following day. If a student is still unwilling to cooperate, causes further disruption and/or is disobedient the Headteacher will have no alternative but to issue a C6 FTE.</p>
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Expectations/Behaviour	Behaviour Management Dialogue/Strategies
<p style="text-align: center;">C6 referral (to be read alongside the Exclusions Policy)</p> <p>Usually issued only to students who fail a C5B and refuse to stay under the supervision of a member of a senior staff or cause further disruption/become disobedient.</p> <p>Also awarded for any other behaviour serious enough, at the discretion of the Headteacher, if a student is already in the Expectations System.</p>	<p>A green C6 can only be given when a student has worked their way through the Expectations System. If there is a situation that warrants exclusion outside of Expectations then a blue fixed term referral needs to be made. If you intend to make either a C6 or a fixed term recommendation, then linked Senior Leadership needs to be informed immediately so necessary procedures can be actioned as quickly as possible.</p> <p>Returning from C6 – A reintegration meeting will be held. Students returning from a C6 (failed C5/5B) should be scheduled to complete the C5 for an agreed length of time before returning to normal lessons.</p>

The C5 Room	<p style="text-align: center;">Staff are provided with a list of students due into the C5 Room.</p> <p style="text-align: center;">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 style="text-align: center;">If you wish to set work please send this to the C5 Room via ABK.</p> <p style="text-align: center;">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 each one-hour lesson.</p>
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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.”

<p>C4 FORM TUTORS & C4 HOD</p> <p>C4 FORM TUTOR detentions are issued by Form Tutors only. Recommendations to Form Tutors are associated with;</p> <ol style="list-style-type: none"> 1. poor behaviour during breaks and lesson changeovers 2. persistent lateness 3. persistent ‘ad-hoc’ uniform breaches <p><u>Examples of C4 Form Tutor:</u></p> <ul style="list-style-type: none"> • Smoking/Vaping by association (on site - C5/6) • Refusing a reasonable request - defiance • Dangerous/boisterous behaviour • Excessive deliberate noisemaking • Swearing • Using/handling a mobile phone in breach of guidelines • Out of bounds 	<p>These are to support all staff who (despite their own interventions) witness repeat ad-hoc breaches of uniform policy i.e. wearing coats indoors, removed ties, wearing of jewellery etc. Also, for staff who witness offending corridor behaviours and who have failed to elicit an appropriate response from students.</p> <p>NB ‘Extreme’ (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>Such issues should be referred via email to the Form Tutor who will action the ‘C4 Form Tutor’ detention to ClassCharts</p> <p>They also support Form Tutors despite ‘hold-backs’ linked to punctuality and uniform issues are not seeing the necessary improvement. Form Tutors can issue a</p>
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<ul style="list-style-type: none"> • Littering including eating/drinking in corridors • Persistent lateness to lessons (x5 in any half term) • Persistent uniform (x5 hold backs in any half term) • Persistent make-up/nail polish Jewellery issues • Failure to bring correct equipment – (Maths, PE, Dance, DT) • Persistent (x3 in any half term) failure to return homework assignments • Persistent lack of subject equipment (x3 in any half term) • Persistent ad-hoc uniform breaches (x3 in any half term) • Inappropriate behaviour in the dining room and between lessons • Eating in a lesson <p>Using ICT inappropriately – games etc.</p> <p>C4 HOD detentions are issued by HOD only. Recommendations to HOD are associated with;</p> <ol style="list-style-type: none"> 1. persistent lack of subject equipment and/or homework 2. persistent C1-3 classroom behaviours 	<p>'C4 Form Tutor' detention at the agreed thresholds, adding information of the issue to the comments box.</p> <p>These are to support teaching staff who (despite their own local interventions) are experiencing persistent issues with missing equipment and/or homework assignments and persistent C1-3 behaviours. Recommendations are to be referred to HOD's starting at x3 in any half term and for each subsequent incident afterwards.</p> <p>Note that related Behaviour log options exist on ClassCharts. No points are attached to these as they are used for information only. They should be used to qualify C4 Form Tutor/HOD recommendations, recording details of local practice such as 'hold-back' discussion for example.</p>
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<p>**Students do not leave the lesson at the time the decision to recommend a C4 Form Tutor/HOD detention is made</p>	<p>'C4 Form Tutor' and 'C4 HOD' detentions are issued by Form Tutors via Classcharts using the 'C4 Form Tutor' and 'C4 HOD' tiles with the linked – subject option. For example if the recommending staff member is a Science teacher, the Science detention day is used. Teachers in multiple departments are free to recommend as appropriate</p>
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<p style="text-align: center;">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 Classcharts.</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 style="text-align: center;">Fixed Term referral</p>	<p>A fixed term referral is given 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 a much detail as possible before the Headteacher will consider any form of exclusion. For both C6 and 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 style="text-align: center;">Re-integration meeting</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>

Additional Guidance

When do I call for further assistance? If there is a serious incident, then a senior member of staff must be contacted using the SIMS emergency alert. Emergency situations include;

- Violence or threats of violence against another student or member of staff
- Seriously endangering the health and safety of staff and/or students
- Serious vandalism to school property
- Relating to alcohol, dangerous or illegal substances
- Bullying or racial/homophobic/other abuse

During Registration sessions the Expectations System is used as normal and any C4 detentions will take place within the department of the tutor teacher issuing the C4. If the tutor teacher has any concerns with low level disruption they can also place students on report (referred to in greater detail in section 8) to them with appropriate targets. If using this intervention, Pastoral Leaders need to be made aware and there needs to be a discussion with parents/carers.

Uniform and punctuality

Uniform infringements that are not supported with the required uniform card, or jewellery/make up infringements will be addressed daily by Form Tutors who will conduct a 10 minute 'hold back' detention at the end of registration. These should be evidenced in Classcharts. Students who are also expected at an after-school

detention will have the hold back deferred to the next available day, or will be furnished with a note to explain the late arrival at the detention. Uniform guidelines can be found on the following link <https://trinity.cumbria.sch.uk/uniform/#>.

Punctuality

This will also be reviewed daily. Any student with an 'L' code during the day will be detained for 10 minutes during a Tutor 'hold back' session. These should be evidenced in Classcharts.

Smoking/Vaping off site/general behaviour off site – If students are in uniform and on their way to and from the school they are our responsibility. Expectations System sanctions can be issued and students should be tackled. If you see them smoking/vaping on or near to the school premises, please report this to Heads of Year who will decide on the most appropriate course of action.

C4 Guidance

Issue C4, student then sent to GN Venue with expectations form and work to complete. If a student is issued with a C4- Other they do not leave the classroom.

Students must arrive at the GN Room within 5 minutes of being sent. They must also return from the GN Room with 5 minutes to spare. The expectations sheet must be complete and returned to the member of staff.

If the student does not return from GN or becomes rude/defiant when issued with C4 then they should be issued with a C5 and recorded as a 'C4 Fail' in ClassCharts

The student then must be issued with a detention.

Ensure the details are logged with on ClassCharts by 4pm that day.

If a student has another detention on the same night, it is their responsibility to reschedule one of their detention.

Students will attend the detention within your department on the allocated day.

If the student does not attend, or disrupts the detention when present, they should be booked into the Supervision Room (C5). Pastoral staff will attempt to intervene and call home if a detention is missed and students can return and do the C4; a C5 is issued if they fail to return.

Please check student attendance on the day of the detention.

If the student is absent on the day of the detention enter them for the next available detention in your department.

C4 FT Guidance

'C4 Form Tutor'
detentions are issued by
FT only

Staff can recommend a student
for a C4 FT for –

- poor behaviour during breaks
and lesson changeovers
- persistent lateness
- persistent 'ad-hoc' uniform
breaches

Such issues should be
referred via email to the
Form Tutor who will action
the 'C4 Form Tutor'
detention to ClassCharts

They also support Form
Tutors despite 'hold-backs'
linked to punctuality and
uniform issues if they are not
seeing the necessary
improvements.

Form Tutors can issue a
'C4 Form Tutor' detention
at the agreed thresholds,
adding information of the
issue to the comments box
in ClassCharts.

'C4 Form Tutor' detentions
are issued by Form Tutors via
ClassCharts using the 'C4
Form Tutor' tiles with the
linked – subject option.

E.g. If the recommending staff
member is a Science teacher, the
Science detention day is used.
Teachers in multiple departments
are free to recommend as
appropriate.

C4 HOD Guidance

C4 HOD detentions
are issued by HOD
only.

Recommendations to HOD
are associated with;

- Persistent lack of subject equipment and/or homework
- Persistent CI-3 classroom behaviours

These are to support teaching staff who (despite their own local interventions) are experiencing persistent issues with missing equipment and/or homework assignments and persistent CI-3 behaviours.

Recommendations are to be referred to HOD's starting at x3 in any half term and for each subsequent incident afterwards.

'C4 HOD' detentions are issued by Form Tutors via ClassCharts using the 'C4 HOD' tiles with the linked – subject option.

E.g. If the recommending staff member is a Science teacher, the Science detention day is used. Teachers in multiple departments are free to recommend as appropriate.

C4, GN Room Procedure

Has the student arrived within 5 minutes of the time indicated on expectations form (use computer networktime)?

The GN Room teacher has to complete the Expectations form indicating the time the student arrived.

Place student into your class and allow student to fill in their part of the expectations sheet. Student to complete their work if applicable or can listen and/or try work in your room if applicable.

Student to return to the initial room within 5 minutes of the end of the lesson, teacher to record departure time on expectations sheet.

If the student has not arrived within 5 minutes then they need to be referred to the Zone Supervision Room (C5).

If the student misbehaves in the GN room or arrives later than 5 minutes they need to be sent to the Zone Supervision Room (C5)

A 'C4 Fail' must be completed in ClassCharts by 4pm that day.

Supervision Procedure C5, C5B or C6 FTE Issued

The student arrives at the Supervision Room by 8.30am and behaves: The student goes home at 3.05pm and a tariff of 5 is added to the Inclusion Tracker

The student gets to C4 in the room: The student stays until 3.40pm as a detention and the tariff is 5.

The student refuses the room or gets to C5 and disrupts the room: They are supervised by a member of staff as an alternative to FTE (C5B). They repeat the day the following day. The tariff is 10.

The student does not arrive at the Supervision Room on time but does behave: The student completes the C5 as above but they stay until 3.40pm as detention for being late to the room.

The student gets to C5 in the room but stops disrupting: The student stays in the room but repeats the day the following day (C5B). A tariff of 10 is added once the C5B is complete.

The student is offered a C5B alternative to exclusion but refuses to be supervised, causes further disruption or is abusive etc.: A C6 FTE is issued. The student leaves site and repeats the C5 day on their return. The tariff is 10.