



BEHAVIOUR POLICY

This Policy was originally created in January 2009 and this issue was released in:	January 2009
It was ratified by the Board of Directors on :	23 March 2009
This policy will be reviewed :	Summer Term 2012
This policy will be reviewed by:	Curriculum, Student Affairs and Parental Engagement Committee

BEHAVIOUR POLICY

Contents

- **Principles** – that underlie the policy.
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- **Choices and Consequences**
- **School plan** – Expected behaviours and the management of rewards and sanctions around the school.
- **Classroom plan** – Expected behaviours and the management of rewards and sanctions in the classroom.
- **Referral and management procedures** – How students are supported outside the classroom. (Include management responsibilities of adults, report system etc)
- **Uniform code** – there needs to be a separate section explaining the dress code and how it is enforced.
- **Adult Preferred Practices** (this heading contains suggestions for the way adults should behave in the Academy - not in any order. These are aspirations – none of us are perfect and we all lose it from time to time in practice.)
- **Monitoring Procedures** – how we measure the success of the policy
- **Links to other Policies**

Academy Mission Statement

Will be at the start of all policies

Principles

At Gateway Academy we follow the national framework of the 4Rs and the 2Cs to ensure that we have a happy safe and secure learning environment.

- RIGHTS – So we know what we are entitled to.
- RESPONSIBILITIES – So that we look after each other
- RULES – So everyone knows how to behave around the building
- ROUTINES – so we know what to do at particular times and in particular places.
- CHOICES – Everybody can choose their behaviour. Everybody can choose their attitude
- CONSEQUENCES – When students make good choices they will be acknowledged. When students make poor choices they will be given a sanction to help you reflect on your attitude and behaviour.

Rights and Responsibilities at The Gateway Academy

You have the right to a good education and high quality teaching.

You have the responsibility to be the best learner you can be and to help others to learn.

You have the right to be treated with respect

You have a responsibility to treat others with courtesy and if you feel you are not being treated respectfully, you have a responsibility to say so or report it.

You have the right to feel safe. No one should physically or verbally threaten or hurt you

You have the responsibility to be friendly and to sort out disagreements peacefully

You have the right to voice your opinion

You have the responsibility to respect the opinions of others

You have the right to fair treatment

You have the responsibility to treat others fairly

You have the right to use the Academy buildings, facilities and equipment

You have the responsibility to care for the buildings, facilities and equipment

Rules at the Gateway Academy

- Follow all reasonable instructions from adults and Academy prefects

- Arrive on time
- Be properly equipped
- Be appropriately dressed
- Keep hands feet objects and hurtful comments to yourself
- Eat in designated areas only

Remember that you have choices about your behaviour. When you make good choices you will be acknowledged and rewarded. If you make poor choices you must be prepared to face the consequences.

Routines at the Gateway Academy

In every classroom, in corridors, in the play ground and dining hall Gateway staff will explain and display the particular routines that are needed to ensure good learning and safety. For example, in classrooms Gateway staff will want you to follow seating plans and adopt appropriate sound levels. In the corridors you must walk and keep to the left. In the dining room you must follow the instructions for lining up and clear up after you have eaten. Make sure that you are aware of and follow these routines – if you are not sure what to do ask a member of the Academy staff.

Departments need to specify, display and teach clear routines on the following matters

- lining up
- entering room
- lesson starts
- equipment given out
- seating plan
- organised dismissal
- taking registers
- key pedagogic practices
- home learning
- water in classrooms
- coats and bags

Choices and Consequences at the Gateway Academy

Rewards – when you make good choices you can expect

Verbal praise and encouragement

Subject specific stickers and stamps

Academy rewards

Good work sheets

Letters and postcards sent home

Recommendations for prizes

Consequences – if you make poor choices, Academy staff will follow these steps

1. You will be reminded of the rules and you may be moved or spoken to outside the room.
2. First warning – your name may be written on the board.
3. Second warning- your name may be written on the board or in your contact book. You may be asked to move seat, sent to Head of Faculty or given a 10 minute detention/meeting. Your parents may be contacted
4. Third warning - The Advocacy Team will be sent for and you will be given a detention. A referral sheet will be written and put in your record.
5. Severe Clause. If you seriously disrupt a lesson or abuse or hurt another student or member of staff the Advocacy team or a senior member of staff will be sent for right away.

There will be other areas of the Academy where specific rules are in place. These rules (and routines?) need to be agreed by staff i/c areas/ faculties/subject and then taught and displayed in these areas

- Canteen rules and routines
- Outdoor and off site principles
- Corridor rules
- Bus rules
- Toilets and time out passes
- Specific subject rules (eg PE, music, ICT)

School Plan

Rewards and sanctions across the school, based on the key phrase

“Make the right choice”

This will be displayed on posters around the school, along with a shortened version of the incentives/rewards and sanctions ladders as listed before

Classroom Plan

Every teaching room should have a plan on the wall that itemises the rights and responsibilities, rules and routines and choices and consequences

Referral and management procedures

From Inclusion policy

Uniform Code

See uniform list

Adult preferred Practices - Guidance to improve behaviour management

- Our expectations need to be systematically taught and re-taught to students at regular intervals. We should never take it for granted that adolescents know and understand our expectations.
- Consistency is vital to helping young people understand our expectations. We ask all staff to follow agreed procedures even where they do not agree with them or find it personally necessary. (For example, experienced staff may not need to insist on a seating plan, but by doing so staff make it easier for an NQT or a supply teacher to insist on one).
- All adults are responsible for formulating, displaying and teaching their expectations to students. This must include the key routines that young people need to be successful in every area.
- All the adults working in a school need to support and help each other. If a member of staff is having difficulty with a class or a student they must share the issue with their HoF or other appropriate adult. By the same token, it is quite right to use on call when a member of staff is not able to win compliance. All staff are expected to be responsible for managing the behaviour in their work area, but we all need support from time to time.
- All the adults working in the Academy must act as role models and exemplify the type of behaviours we wish to see in all our students
- All adults need to be sympathetic towards the backgrounds and issues that our students may be facing outside the school. All students need to be treated as individuals.

Here is a range of preferred positive behaviour management techniques:-

Classroom Organisation

Check the **layout** of the desks, table and chairs. Can students get to the equipment easily? Have you avoided long rows of tables that are no-go areas for you? Can you see where and how you will circulate?

Do you have a **plan for the seating**? You are the one who decides where pupils should sit. At the beginning of the year it is important that you have a plan. It may be names out of a hat, or alphabetical lists, but you need to decide. Later on you may wish to discuss this with a class. It is useful to get student views. For example, you might ask pupils to fill in a sheet saying which two people would best help them to work and concentrate and you can use this to design a seating plan. But it has to be your decision.

Check the ventilation and vision in the room. Is it too hot or too cold? Is the board/whiteboard easy to read? Remember to maintain this monitoring throughout

your teaching. Sometimes a simple thing like opening a window can cure the “rattiness” that goes on when a class is hot and tired.

Lesson Plans

Make sure you have a clear lesson plan. The **lesson objectives and outcomes** must be displayed on the board/white-board at the beginning of the lesson. That way all students know where the lesson is going and students who are better visual than auditory learners will have a clear idea of what is going on.

Beware of death by worksheet. **Lessons must wherever possible be related to students’ interests** and should provide a range of experiences. You must have extension work available for advanced students and suitable materials ready for slow learners.

Remember, if students are getting boring or unchallenging work, or if they cannot read the texts they are given, they will pay us back!

Beginning the lesson

Routines. Be clear on your basic routines. Students should line up outside the door. Have their diaries ready to show. Take their hats and coats off as they come into the room. Stand behind their desks until the teacher asks them to sit down.

Think about how you are going to manage this. **It is a good idea to be standing just inside or outside the doorway** with a line of view of both the corridor and the classroom. You can control hats and coats more effectively from that position.

But do remember that **eye contact and a friendly greeting** are important.

Lesson beginnings can sometimes be a dangerously irritable time, when we are nagging at students about coats and diaries, so remember:

Greet Students when they arrive – “Good morning – nice to see you”.

Praise and Acknowledge the ones who are doing it right – “Tony’s standing nicely, thank you Alice for taking your coat off”.

Name the Rule instead of nagging – “taking your coats off please”, “lining up quietly please Darren.”

Don’t give grudging acknowledgement when things are done right – “It’s taken a long time to line up”. It is better to say, “Well done, now we are ready to go in”.

(You need to adapt all these things to your style and the age group of the students, but it’s the tone that’s important.)

Getting Attention. The single most important routine you need to establish is getting the class to respond to a signal for silent attention. Without this you will be forced to

constantly talk over chatter – talking over chatter is one of the most stressful aspects of classroom management.

Here are some ideas. Establish a position from which you do your talking to the whole class – that position will become your “pulpit”.

Use a visual or audible signal for getting silence. Lots of teachers do a countdown from five or three with their hand in the air and encourage their students to do the same. When you get to zero, their needs to be silence.

Latecomers are the bane of a teacher’s life. You get the class settled and then a trickle of latecomers keeps breaking up your introduction. This is a problem that has to be solved on a whole school basis, but here are some things you can do in your classroom;

- **Have three chairs near the door where latecomers can sit until directed in.**
- **Signal students to their seats without breaking your flow of instruction**
- **Use a warm-up activity at the beginning of the lesson that is easy to feed students into (and which makes them want to arrive on time).**
- **Offer whole –class choice time at the end of weeks when the class has been on time.**

Equipment ensuring that students have the equipment they need can be a problem. Here are some ideas:

Have your own box of supplies with fluorescent or sellotape markings so you can lend out equipment and keep track of it

Sell extra exercise books if they are needed.

Display

As soon as you have your class established, you will want to get examples of students’ work up on the walls. This helps establish learning and achieving tone. It also helps in re-orientating those students for whom school life is just an intermittent interruption to a distracting or threatening outside life.

In establishment phases, when you are getting to know a class, it is important to make sure that the classroom is a lively and visually stimulating place. So the first displays will be your displays. **Remember, primary classrooms are visually rich environments. Particularly for students straight from primary school, a bare looking classroom with no display sends a powerfully negative message – learning will be dull from now on.**

Do not imagine that these basics are secondary to 'the real teaching'. They are vital! All these activities are directed towards establishing a sense of predictability and security that our students need.
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Classroom Ground-rules

Classrooms need a simple set of rules so that teachers and students know what to do. Classrooms are complex places, as you might have noticed! It is difficult to think of any other social institution that is like a classroom; there are so many agendas, so much is happening at the same time and it is all on public display. If all this is not properly managed, the stress it generates can be overwhelming. However, we can simplify matters by focusing on the primary purpose of a classroom – teaching and learning. And if that is to take place, students and adults alike need to feel secure and valued.

The Academy rules are:

- Follow all reasonable instructions from adults and Academy prefects
- Arrive on time
- Be properly equipped
- Be appropriately dressed
- Keep hands feet objects and hurtful comments to yourself
- Eat in designated areas only

Make sure you discuss these rules with your students. They should be reviewed systematically with tutor groups at the beginning of each half term.

Once your rules are displayed, make sure you refer to them when directing student behaviour. For example, “Susan, the rule is to arrive at lessons on time”. This is less naggy than saying, “Susan, you are late again”, and it reinforces the rule each time you do it.

It is worth spending a bit of time thinking about the idea of rules and behaviour.

We have three ways of giving an instruction

1. *Do it or else*
2. *Do it because there is a rule*
3. *Do it because it helps learning*

The first type of message is a categorical instruction.. Sometimes we have to use it. For example, there is a fight going on in a classroom. You point to one student and say, “Stand over there, now”, and you point to the other one and say, “Outside, now”, and then walk to the door and extend your hand into the corridor. No explanation, no messing. This can be effective in some tense situations. However, it is not a long-term strategy – every time you do it, it places your authority on the line and in so doing, it invites challenges. Also, using direct commands in this way does not teach anything about behaviour.

The second type of message is a rule-related instruction. You walk over to two boys who are play wrestling and you say firmly; "Peter, Sandjip, the rule in this class is keep feet, hands, and objects to yourself". If the rule has been taught previously and agreed on or at least accepted by a class, the instruction is more likely to be effective. It provides you, the adult, with script, and it helps students to understand the idea of a rule-bound community.

The third type of instruction is a work – related instruction. It refers directly to the common purpose you have with the students – teaching and learning. “ You must stop messing around and get on with your work. The most important thing in the room is getting this experiment finished and you are distracting yourself and others”. (Such an instruction can be given with a sense of urgency, as if to say, “Remember what we are all here for. Time is running out!) It is very powerful because of this, but it assumes that the common purpose is understood and respected by both parties. (It also assumes that the classroom activity is purposeful and exciting – it does not work at all if the lesson is boring).

The third approach is certainly the most superior, but we have to work our way towards it. The first step is agreeing and teaching rules.

Routines & Directions

The first rule is, "Follow staff instructions". Every day, we give dozens of instructions to children. Some days, they seem to ignore many of them!

Giving clear instructions is the first key aspect of classroom management. Most students will comply if they know what to do. The problem is that we often do not tell them very clearly!

Here are some ideas:

Standard routines as many as possible, especially for activities such as entering and leaving the room, tidying up, using specialist equipment, and so on. Use familiar phrases, such as, " When you come into the room, sit at your desks, face me, stay quiet and please listen ”.

Standard signals for getting student attention. Many teachers put a hand up and count down from five, getting students to join in the count. When it gets to zero, the room must be silent. With years seven and eight, you can use a noise meter. This is a strip with four colours. Gold is for silence. Green is for using quiet talking voices. Orange is social chatter. Red shows that a class is too loud. Using this chart you can rehearse appropriate noise levels with students. When it is getting too loud, you simply give your signal for attention and point at the red section.

Describe activities in advance so those students will know what is going to happen in a lesson. They need to know what they will be doing next, what materials they will need and what they are going to learn. (Hence the importance of clear lesson plans.)

Always check for understanding by asking questions once you have given a direction. In a classroom there is a lot going on and we rarely have children's complete or even partial attention.

Tactical pausing. Says a student's name twice, leaving a gap of one or two seconds between the repetitions. This gives the student time to focus on what you are saying, then give the direction.

Take-up time. Give students a little time (5 – 10 seconds) to respond to a direction before repeating it. Don't stand over a student waiting for them to comply.

Name the Rule For example, "Keep feet, hands and objects to yourself please Robert" Instructions work much better if they relate to a rule or direction that the student already knows.

At first, particularly if you're in a challenging situation, you will probably need to adopt a controlling classroom management style. You will decide what the rules and routines are. But you need to have a clear vision of the future. For example, "in two terms time students will be working in co-operative groups, they will be discussing and negotiating the class rules and ethos with me and they will be my partners in teaching and learning"... Nothing that you say or do at the outset must prejudice that.

Positive re-enforcement

Key idea. Providing positive re-enforcement is the second key aspect of classroom control. **The most effective way of teaching new behaviour is to notice and re-enforce desired behaviours.** We should aim to be giving praise in a five-to-one ratio to limit setting. This can be extremely difficult to do. As teachers, we are often severely stressed in the classroom. We may be in a "fight or flight" state, ready to fight or run! So we need a set of deliberate praising techniques which we have learned and practised.

Here are some ideas for maintaining that five-to-one positive ratio for praise.

GDP3 Give a Direction – Praise Three Pupils. When you issue an instruction look for three students or groups of students who are carrying it out and praise them.

Positive Repetition – Every time you want to repeat a command, do it by focusing on a student or a group of students who are doing the right thing and praising them for it. "Fiona's table have all got their books out – well done!"

Praise Every Student Every Day – if you attach three items of praise to most commands you will distribute your attention much better and ensure that each student gets an individual amount of praise.

Praise what you see. A good way of praising older students is just to say what you can see – "all the exercises here are complete and you are talking quietly – good".

After praise, move on to something new. This helps to avoid embarrassment. E.g. “Good, you have finished your poster. Well done. Now I want you and Ola to move on to the map work.”

Give tangible rewards. Students appreciate tangible rewards – for example certificates, stickers, stamps and stars. Use them regularly. They not only reinforce the student, but they go home and reinforce the parent/carer/carer.

Examples of tangible rewards

- Good note in diary
- Letter/phone call home
- Display good work
- Good Work Certificates
- Smileys
- Stickers
- Commendations
- Gold Slips
- Prizes
- Class treats
- Positive Letter
- Post-it notes on work

Remember – you need to make all this age-appropriate

Group rewards. These work very well, especially if they are run over a short period, e.g. a week. For example, if a class has one hundred points by the end of the week, there will be a reward. Keep the points on the board or in a book. This works well with more difficult students who find it hard to accept praise. They will not mind being singled out if the whole class gets the reward and, conversely the whole class will not mind if a single student helps them all to achieve a reward.

Catch students being good. Too often, we stay away from the most difficult students. This sends a negative message. So, when we do see them doing something right let them know: thumbs up, a quiet word, a point for the whole class.

Give yourself triggers- rewarding does not come naturally when we are stressed. So write yourself a reminder card and pin it up, or set a target of making a certain number of praise statements. One of our most frequent negative teacher behaviours is continuously and ineffectually “shooshing” at kids to be quiet. We can use the urge to shoosh as a trigger. Every time you feel like doing it, single out a student or group of students who are on task and praise them instead of “shooshing”.

Display your rewards. Put up a poster saying how you will reward students.

Redirection and Refocusing. Nobody is able to stay focused and on task all the time. In lessons students want changes of pace, the chance to take a breather and reflect, to exchange comments with other students. This is all part of a relaxed and friendly atmosphere.

However, the teacher's job is to ensure that off-task behaviour does not go on too long or deteriorate into disruptive behaviour. How do we do that?

Check the work. The most common cause of student's not being on task is because they either do not know what to do, or they cannot understand the work. Always address these issues first. A whole group or class may need a review of what they are expected to do. When you pause to work with an individual student, make sure you spend sufficient time to let them work an example.

Review the pace of the lesson. Be sensitive to the point when a lesson starts to get ragged. It may be time to move on to your next teaching phase. Remember the importance here of having a briskly paced and well-planned lesson. The danger arises when there is nothing to move on to.

"When, then". This is a device for dealing kindly with niggly arguments. For example,

Student: *"I don't want to do this writing, I want to go on the computer."*

Teacher: *"Good When you have finished the writing, then you can go on the computer"*.

Partial Agreement this works in a similar way

Teacher: *"OK, stop messing about and get on with your work"*

Student: *"I wasn't messing about"*.

Teacher: *"Maybe you weren't, but I want you to get back to work now"*

Circulating. Pay attention to this. Most of us have favourite circulation routes that leave out some areas of the classroom

Proximity Praise. This is a wonderful technique. If we are feeling tense and we see someone not working, or rocking back in their chair, we are likely to head straight over to them and give them a chewing out. A much better idea is to head for the one or two students near nearby and loudly praise them for their work. It will get the message across and give you an additional opportunity to praise.

Naming. Mentioning a student's name in the course of an explanation is a friendly way of getting them back on task. For example, "That is the best way of checking the equation, right Martallus?"

Humour Very effective for generating a good atmosphere and avoiding niggles. But beware; never use sarcasm – it has the opposite effect. It may in the short-term, but in the long term it does not help to raise pupil's self-esteem and sense of security.

Key idea – **Never argue.** Several of the ideas we have discussed here, such as “when-then”, or, “I understand, but”, are ways of avoiding arguments and focusing on the primary behaviour. Bear that idea in mind, because it becomes even more important when we get to sanctions.

Sanctions

There are two golden rules for applying sanctions

1. **Keep calm** - it is part of the job to keep calm. If you show anger and irritation (over-frequently) you will reinforce the negative behaviour. Sometimes you will lose your temper. If you do, keep it short and make sure you criticise the behaviour and not the student. (Some of our students have a poor enough self-image already). Take the first opportunity to have a constructive talk with the student concerned when you have both calmed down.

2. **Never make ineffectual threats.** How to do this? Stop and think first. Give yourself time to think. After all you are modelling to pupils what it is that you want them to do too

Have sanctions clearly displayed

Some other ideas for sanctions.

Keep them light. **Light sanctions work best.** Two minutes after the lesson. Sitting at the back of the room. Writing out a think-sheet explaining what rule was broken and what a more appropriate way of behaving might be are some of the punishments used in London schools. If they are light you will carry them out and demonstrating intention through consistency is the key to effective sanctioning.

Keep them Predictable it is best to stick to a range of sanctions that you and your class know in advance. If you try to invent sanctions as you go along you are likely to get confused and make a mess of it.

Emphasise Choice once a behaviour management plan is in place, students have a choice about what to do. It is a good idea to emphasise this choice. For example, you may quietly say to a student,

“You have already had one warning, Sean, you need to get down to work now or you will be choosing to stay with me after the lesson”.

Or if a student has got into an entrenched refusal to comply,

"Don't dig in on this one, Sean. I want you to agree to see me outside the room, and then we can move the situation on. It is up to you."

Sometimes if a student is really dug in it can be a good idea to give them two or three minutes to think things over and then ask them if they will comply. It gives them choice and dignity.

Tactical Ignoring Sometimes we are in a situation where a student complies with a request, but mutters something about us under their breath. Or we are focused on another student and we notice some low-level misbehaviour going on elsewhere in the room. We may well decide to use our professional judgement and ignore the behaviour. We may think that a ragged discussion about what was really said under the breath is a waste of time. Or that focusing on the behaviour we saw out of the corner of our eye will take us away from something more important. We are entitled to do that. However, it is often a good idea to make sure that you follow up the offending behaviour in a one-to-one later on. You will be calmer then and the student will probably be more receptive. And you will send out a message to a wider audience that you follow things through

Ending the Lesson

The end of a lesson is an important time. Properly handled, the period at the end of the lesson allows students to recognise and celebrate what they have achieved, and to think about the next lesson or activity. Here are some activities you may wish to include at the end of a lesson:

Reviewing Progress. Let students know individually and collectively what they have achieved.

Setting homework, allowing time to explain what is involved.

Tidying up – making sure the room is ready for the next class. Monitor systems can be useful here.

Acknowledging success. When classes have worked well and there has been a co-operative atmosphere, make sure to say so. If there have been problems it is important to state your expectations for the next time you meet, rather than just issuing a "dressing-down".

Discussing the next activity. Check where the class is going next and discuss with them how to get there. A lot of difficult corridor behaviour is caused by students wandering out into corridors at the ends of lessons without thinking about where they are going next.

The Establishment Phase

The beginnings of years and the beginnings of terms are important times for classes. Students want to see how the class is going to be run, and they are also making judgements about our effectiveness as teachers.

During these times we can discuss with classes the best ways of running and organising classrooms. Of course, these discussions can be more or less open or closed, depending on the class and the level of confidence of the teacher. It may be possible to have a whole class discussion about what conditions and agreements we need to teach and learn. It might be preferable to divide a class up into small discussion groups to generate ideas. Or you may prefer to describe your plan to the class, invite comment and then carry on.

Whichever way you do it, it is important to remember that students are more likely to adhere to rules that they have, “signed up to”. And in those first few days, it is important to stick to the plan.

Reviewing & Trouble-shooting

If you are having difficulties in the classroom, here are two ways you can review your own performance before seeking the help of colleagues

1. The Four Questions

Using this system, you review your own performance by asking yourself

- (i) Am I giving directions clearly? Waiting for silence/ phrasing directions positively/ checking for understanding/making clear what materials pupils' need, where they need to be and what noise level is expected.
- (ii) Am I acknowledging appropriate behaviour and work? Command/praise x3/positive acknowledgement/four praise to one limit/using Smileys, points etc.
- (iii) Am I redirecting off-task behaviour when necessary? Checking work/circulating the room/changing the pace of the lesson/moving in for a quiet word. /using proximity praise.
- (iv) Am I applying sanctions appropriately? Carrying out warnings/keeping calm/naming the rule/following up after tactical ignoring.

2. ABC

ABC stands for Antecedent, Behaviour and Consequence. When we consider social events we can analyse them in terms of what triggers them (antecedents), the nature of the behaviours that occur and the consequences that flow from that behaviour –

either reducing or reinforcing it. We can also make planned changes at any or all of these three points.

For example, we might be having a hard time with a particular class. Perhaps they arrive late to our class after a game lesson and settle badly. The behaviour consists of name calling and shouting out. Then we have a running battle trying to keep silence. The situation ends up with a set of detentions. The situation keeps repeating itself.

We could try to improve the situation by operating at any of the three ABC points.

Antecedent. It may be possible to discuss the matter with the PE staff and ensure they get TBC

Assertiveness

All the above ideas contribute to assertion. Assertiveness is an important idea in all human relations contexts. It has a number of aspects

- (i) Getting your own needs met while respecting the needs of others.
- (ii) Having a set of techniques for getting those needs met – all the techniques we have discussed so far can be thought of as ways of widening your assertive repertoire
- (iii) Demonstrating *congruence* – making sure that your voice tone and body language are conveying the same message as what you are saying. If body language and voice-tone are saying something different from what you are saying, the other person will believe the silent signals.
- (iv) Avoiding passive and aggressive behaviours. Passive behaviours do not get the message across. Aggressive behaviours unsettle students and they invite aggressive responses.

We can spend a whole career getting this right. The fundamental idea is that we cannot control other people's behaviour; we can only control our own. If we do that, then we stand a much better chance of getting compliance and agreement. There are several ways you can evaluate and improve your own assertiveness. Of course, none of this is a guarantee against Bad Days. In a stressed environment like a school, we all lose the plot from time to time. Remember to forgive yourself when you do.

Use the classroom checklist to assess your own performance.

Tape-record and analyse one of your own lessons

Get a colleague to observe you and give you feedback

Monitoring Procedures

This policy will be monitored and evaluated through the usual Academy Line Management Structure

The Behaviour Plan Links to

Teaching and Learning Policy

Inclusion Policy

SEN Policy

Equal Opportunities Policy

Exclusions Policy