



Brumby Engineering College

Behaviour for Learning Policy

September 2011

Introduction

The Pupil and Parent Guarantees (Section 1 of the Children, Schools and Families Act 2010) have been developed to ensure that there are high aspirations for all students and that all students are given the opportunity to do the best they possibly can to enable them to succeed in school and in adult life.

In order to make this happen:

- Every student will go to a school where there is good behaviour, strong discipline, order and safety;
- Every student will go to a school where they are taught a broad, balanced and flexible curriculum including skills for learning and life;
- Every student will go to a school where they are taught in a way that meets their needs, where their progress is regularly checked and where additional needs are spotted early and quickly addressed;
- Every student will go to a school where they have the opportunity to take part in sport and cultural activities; and
- Every student will go to a school that promotes their health and wellbeing, where they have the chance to express their views and where they and their families are welcomed and valued.

In addition to this, schools are expected to:

- Have a Home School Agreement that outlines the school's and the family's responsibilities

Also, schools will understand that they have new and stronger powers to enforce the Home School Agreement where parents are not fulfilling their responsibilities around behaviour; and that all parents/carers understand the expectations of them and their child and the consequences of not acting to support the school in addressing their child's behaviour issues.

At Brumby Engineering College, the Home College Agreement (see Appendix 1) has been introduced to make it clear to all parents/carers their particular responsibilities, especially around the behaviour of their child. The following Behaviour for Learning Policy has been developed through consultation with students, staff, governors and parents, to ensure that all students at Brumby Engineering College have the opportunity to succeed and fulfil their potential.

Aims

- To promote a positive environment in teaching areas and around college where learning can be effective and staff and students feel safe and respected
- To minimise low level disruption and thereby create a positive climate for learning
- To encourage and develop a sense of personal responsibility and accountability by students and emphasise that they make clear choices regarding their behaviour
- To ensure that students, staff, parents & governors are fully aware of:
 - the expected behaviour of students within lessons, around college and on the bus journey to and from college
 - clearly defined and graduated, rewards for good behaviour and consequences for poor behaviour
- To develop systems of recording that ensure detailed information on student behaviour (positive & negative) can be easily accessed by staff as required
- To communicate with parents quickly where significant positive or negative intervention has taken place

Principles

- Students must be aware that **they** make a clear **choice** when deciding how to behave and understand how this impacts on their own and other students' learning
- Rewards will be attained by the majority of students and be shown to be relevant at both Key Stages 3 & 4
- The balance should be largely in the favour of celebrating and rewarding positive behaviours. It should bring about a positive ethos where the emphasis is on rewards, but where students, staff and parents/carers are clear about the consequences of any behaviour that hinders learning
- Expectations regarding behaviour will be displayed in all teaching areas. Most expectations will be common across the school. However, flexibility is important and therefore some will be specific to cater for a department's specialist needs e.g. technology, science, P.E. etc.
- Confrontation is avoided by staff stating a clear, pre-agreed consequence for failing to meet expectations
- Clear, consistently graduated sanctions are used by all staff where a student chooses a behaviour that is inappropriate

Roles and Responsibilities of College Staff

Behaviour management is a corporate responsibility which requires a consistent approach by all staff acting within a supportive framework of effective practice.

This is highlighted in the agreed Standards for Teachers as issued by the TDA, according to which all teachers should:

- be aware of the policies and practices of the workplace and share in collective responsibility for their implementation;
- have high expectations of children and young people;
- hold positive values and attitudes and adopt high standards of behaviour in their professional role;
- manage learners' behaviour constructively by establishing and maintaining a clear and positive framework for discipline, in line with the school's behaviour policy;
- use a range of behaviour management techniques and strategies, adapting them as necessary to promote the self-control and independence of learners.

More experienced staff have a greater degree of responsibility in terms of supporting colleagues and would also be expected to:

- contribute significantly, where appropriate, to implementing workplace policies and practice and to promoting collective responsibility for their implementation;
- contribute to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.

Rewards

Rewards, praise and encouragement are amongst the most powerful aids to teaching and learning, to maintaining high standards of behaviour and to fostering a positive college ethos.

It is the teacher's responsibility to praise students whenever possible. This may be during lessons, around college generally and when marking work and making assessments. Research clearly shows that the most effective positive behaviour modification occurs when the praise to rebuke ratio is in excess of 4:1 for both learning and behaviour.

All staff will be familiar with, and apply fairly and consistently, the college rewards system.

We must ensure that hard working middle ability students are recognised for their efforts as equally as the more able or students with behaviour management or learning difficulties.

Rewards at Key Stage 3 and Key Stage 4

The rewards system aims to motivate students positively in all aspects of college life. Merits should be awarded for **all** of the following:

- An excellent piece of work (relative to the individual)
- Excellent effort
- Good progress
- Improvement
- Consistent, appropriate behaviour, e.g. over a two to three week period
- Good organisational skills
- A positive contribution to the lesson
- Courtesy
- Consideration of others
- Students who have achieved their lesson or achievement targets
- A full week's attendance (tutors only)
- Extra-curricular activities

Merits Procedure

- Merits must be recorded on the systems (SIMS)
- As merits are received, the following rewards will be triggered:

KS3 (Years 7 and 8)

Achievement	Reward
50 Merits	Pen
100 Merits	Geometry set
150 Merits	Set of coloured pencils
200 Merits	Calculator
250 Merits	Boot bag/pencil case
300 Merits	£5 voucher
Each subsequent 100 merits	£5 voucher

Years 9 -11

Achievement	Reward
20 Merits	Geometry set
50 Merits	Calculator
Every further 50 merits	£5.00 Voucher

Procedure for distribution of rewards:.

- Learning Managers will allocate the appropriate reward to the student and issue through assemblies

Subject Awards

Each term, during the year, a subject teacher can give a subject award certificate. These can be issued for any of the following:

- Consistently good work, e.g. throughout a topic or half term period
- Consistently good behaviour within the classroom
- Being consistently helpful and supportive within the lesson
- An outstanding piece of work
- Outstanding effort and commitment
- Regular attendance and positive participation in subject-specific clubs
- Outstanding progress/achieving or exceeding targets

All subject awards will be presented to the students during the “Awards Assembly” which takes place when necessary.

Celebration Assemblies

At the end of the autumn, spring and summer terms, there will be Celebration Assemblies. During these assemblies, awards will be given to students who have achieved the greatest number of merits for the year to date and those who have achieved 100% attendance. The awards are as follows:

- Top 10 students
- Top Boy
- Top Girl
- Top Form
- 100% Attendance
- Top House

On Target Awards & Assemblies

During Y10 & 11, there will be a variety of awards issued for students who are achieving or exceeding their target grades.

Letters from the Principal

The principal will send letters fortnightly to the students achieving the House Awards above. He will also send letters to students who achieve exceptional results in classwork / homework / coursework or who achieve well when representing the college.

N.B. Staff are expected to keep the principal informed of relevant student achievements.

Individual year groups should have a notice board on which to record a "Roll of Honour" for their year.

Rewards

The actual rewards used may vary from term to term. However, our key principal will remain unchanged. Rewards are just as important as sanctions for an effective behaviour policy.

Sanctions

Brumby Engineering College recognises that there may be occasions when sanctions need to be applied to reinforce acceptable standards of behaviour and to ensure that the learning and education of others is not disrupted. In the case of behaviour falling below the recognised acceptable standards, a variety of sanctions will be implemented which not only aim to amend the situation, but also help students accept responsibility for their actions.

A positive partnership with parents/carers is essential in developing a consistent and effective approach to behaviour expectations and strategies for dealing with issues. Where behaviour is causing concern, parents will be notified at an early stage and cooperation will be requested to help students resolve the situation.

To ensure students are fully aware of the expectations of them and the subsequent consequences, a copy of the sanctions and types of inappropriate behaviour (see Appendices 2 & 3) will be displayed in each classroom and around the school buildings. All students choose how they behave and as a consequence, choose to accept the sanctions that are available to staff.

Central break Detention for lateness

A 15 minute break detention will be held each day to accommodate students who are late to lessons/college with the Attendance Officers.

Learning Manager Detentions

Students who fail to bring the correct equipment or who fail to wear College uniform will be given a 15 minute detention with the Learning Manager at the end of a day or at a time to suite the Learning Manager. This must be recorded on SIMS.

Lack of Homework

Homework provides the opportunity for students to work independently outside of the classroom environment. It allows them to practise skills learned in college and to reflect on their own insight and understanding. It consolidates learning and strengthens the partnership between home and college. Homework enhances students' learning and improves achievement. It is therefore an important part of any student's education and it is vital that homework issued is completed to a good standard and handed in on time.

In the event that homework is not completed/handed in on time, in the first instance, students will be issued a **break or lunchtime detention** with the relevant teacher in order to complete the work and any additional work which is issued as a result. If the student fails to complete and hand in homework on a **second occasion** (per term) and each subsequent occasion, an **after college detention** will be issued with the member of staff who issued the homework.

The above also applies to coursework.

Classroom Disruption

In order to maintain a positive learning environment, it is sometimes necessary to reprimand students during lessons if their behaviour is causing disruption of the learning of other students or the student is failing to work to an acceptable standard.

Incidents of disruption include:

- Talking when the teacher is talking
- Shouting out
- Turning around to disrupt others
- Refusing to work
- Lack of effort
- Refusing to follow the teachers instructions
- Throwing items
- Use of inappropriate language

In the event that a student is causing disruption during a lesson, the teacher will **issue a first warning**. If the disruption persists, the teacher will issue a **second warning and inform the student that any further disruption will result in an after college detention and a phone call home**. If the student continues to disrupt the lesson, an **after college detention will be issued** .

After College Detention

All college staff have a statutory power to detain students, aged under 18, after college and on weekend and non-teaching days.

Detentions are lawful if:

- students and parents/carers have been informed that the college uses detentions as a sanction
- the college gives parents/carers 24 hours' notice of detentions during after school sessions

The Education and Inspections Act 2006 extends schools' powers to use detentions by making it lawful for schools to place students, aged under 18, in detention **without parental consent** at a variety of other times, outside school hours.

Continued Classroom Disruption

If a student fails to modify his/her behaviour during a lesson and continues to disrupt, after the after college detention has been issued. The student will then be isolated for the remainder of the lesson and will also be expected to catch up on any work missed. The **after college detention issued previously will still apply**.

Truancy

Students leaving the site without permission or those failing to attend college without good reason will be required to attend an after college detention.

Persistent Disruption – Classroom & Social Time

Although most students accept the need for rules and sanctions, there is still a minority who choose to behave in a manner which is detrimental to the education of others and to themselves. These students require more intense behaviour modification strategies and monitoring of their behaviour over a longer period of time.

Students who persistently disrupt the education of others will be required to carry a behaviour monitoring report. There are 5 types of behaviour monitoring report.

Subject Report

A student who is causing concern in a particular subject area, and has failed to modify his/her behaviour accordingly after a variety of strategies have been applied, will be placed on subject report on SIMS. The teacher will then judge the student's behaviour during the lesson using the following scale:

V = Very good
S = Satisfactory
C = Concern

A 'C' will result in an after school detention. Students must complete at least 3 consecutive 'good' weeks on a subject report before the teacher considers taking the student 'off report'. This may be extended to 6 weeks in subject areas where the students are only taught one lesson per week. At the end of the 6 week period, if there has been no improvement in behaviour, the Curriculum Leader will arrange a formal meeting with parents/carers to discuss the student's behaviour.

Fixed Term Exclusion

All Headteachers/Principals have the power to exclude students for a fixed period of time. The length of the exclusion depends on several factors, including the severity of the offence, the context and circumstances surrounding the situation and whether it is a first offence or a repeat offence for the same reason.

Reasons for Exclusion

As a rough guide, the following list illustrates some of the actions which could lead to a fixed term or a permanent exclusion. It is taken from the National Standards list of reasons for exclusion. It is not an exhaustive list, nor is it a "tariff" system, as each period of exclusion requires a judgement to be made on an individual basis.

Physical assault against student

Includes:

- Fighting
- Violent behaviour
- Wounding
- Obstruction and jostling

Physical assault against adult

Includes:

- Violent behaviour
- Wounding
- Obstruction/jostling

Abuse/threatening behaviour against student

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Written intimidation
- Carrying an offensive weapon

Abuse/threatening behaviour against adult

Includes:

- Threatened violence
- Aggressive behaviour
- Swearing
- Homophobic abuse and harassment
- Verbal intimidation
- Written intimidation / slander / libel
- Carrying an offensive weapon

Bullying

Includes:

- Verbal
- Physical
- Homophobic bullying
- Racist bullying

Racist abuse

Includes:

- Racist taunting and harassment
- Derogatory racist statements
- Swearing that can be attributed to racist characteristics
- Racist bullying
- Racist graffiti

Sexual misconduct

Includes:

- Sexual abuse
- Sexual assault
- Sexual harassment
- Lewd behaviour
- Sexual bullying
- Sexual graffiti
- Sexual touching

Drug & Alcohol related

Includes:

- Possession of illegal drugs
- Inappropriate use of prescribed drugs
- Drug dealing
- Alcohol abuse
- Substance abuse

Damage

Includes damage to school or personal property belonging to any member of the school community:

- Vandalism
- Arson
- Graffiti

Theft

Includes:

- Stealing school property
- Stealing personal property (student or adult)
- Stealing from local shops on a college outing
- Handling, retaining or disposing of stolen property

Persistent Disruptive Behaviour

Includes:

- Challenging behaviour
- Disobedience
- Persistent violation of college rules
- Persistent failure to comply with the college's code of conduct

Other

Includes incidents which are not covered by the categories above but this category should be used sparingly.

Investigating Incidents

In the event of a fixed term or permanent exclusion, it is necessary to gather as much evidence as possible, including teacher incident reports and student witness statements. We could be asked to supply these if an exclusion is ever challenged. A student cannot be excluded if we have insufficient supporting evidence and a decision regarding an exclusion may be delayed until necessary evidence is gathered.

- The investigation will not be undertaken by the person who will decide on exclusion unless circumstances dictate this;
- Witness statements will be recorded, signed and dated;
- Anonymity will not be promised unless this is the only way to obtain a statement. The statement will be signed and dated but the name will be withheld. N.B. It is important that all parties understand that less reliance can be placed on anonymised statements;
- The person accused of any offence will be given the opportunity to give his/her own side of the story and to respond to statements made by others. It is not necessary that there is a face to face confrontation.

Decision

- The decision to exclude can only be taken by the Principal, or in the event of absence a Vice Principal.
- The decision will be taken on all the evidence available at the time.
- The decision will be taken on the balance of probabilities.

Informing Parents

Parents will be communicated with without delay by telephone **and** letter. The L.A. and Chair of governors will be informed by letter.

N.B. If an exclusion will prevent a student from taking a public examination, the Chair of Governors will be informed immediately so that he can review the decision or convene a meeting of the Disciplinary Committee before the examination takes place.

Longer term exclusions (over 15 days) will generally be used to enable support to be obtained in assessing; moving; or reintegrating a student with severe problems where the alternative would be a permanent exclusion.

Permanent exclusion

This will be reserved for offences which will have a seriously damaging effect on the life of the college, the well-being of other students or staff or seriously and persistently interfere with teaching and learning in the college. This can include but is not limited by:

- Persistent defiance of college authority or disruption of teaching and learning
- Serious violence which creates fear or anxiety among staff or students
- Assault on a member of staff;
- Extreme acts of violence towards other students;
- Extreme acts of deliberately dangerous behaviour;
- Drug-related activities, including supplying or dealing on the school site;
- Serious sexual misconduct;
- Persistent bullying or harassment or abuse;
- Possession of an offensive weapon on the school site.

Modifying an exclusion

A fixed term exclusion may be extended or made permanent where:

- It was necessary to exclude the student to complete the investigation freely. It is essential that, if new evidence comes to light, the excluded student is given the opportunity to respond to it before the exclusion is extended or made permanent;
- The student has been reported to the police and the result of that investigation provides additional evidence to the college.

Work for excluded students

It is a legal requirement for the college to provide work for all excluded students. A bank of work is kept in Student Services and it is the responsibility of Curriculum Leaders to ensure an appropriate supply of work is available for their respective subjects. It is the responsibility of the House Leaders to oversee which work is sent home and supporting records must be kept.

In the event of an exclusion beyond 5 days, the college is required to find alternative arrangements for educating the student. This is usually sought through 7KS which is the local alternative provision unit (see Appendix 7)

In the event of a Looked After Child being excluded, the college is required to find alternative arrangements for his/her education from day 1. Again, this is usually sought through 7KS.

Re-admission meeting

It is standard practice to ask parents to attend a readmission meeting following an exclusion so that targets can be agreed for a return to college. A Pastoral Support Plan (PSP) is completed at each readmission; all readmission meetings are conducted by a member of SLT.

If a student accumulates 45 days exclusion or more in any given academic year, then a permanent exclusion will be sought.

A student who is returned to the college by the Independent Appeals Panel but who is regarded as presenting a threat to the good order and discipline of the college community may be kept in isolation from the remainder of the school community until such time as it is deemed appropriate to make a phased return into the college proper.

Governors' Disciplinary Meetings

Any student who accumulates 15 days exclusion will be invited, along with their parents, to a formal meeting with the Governors Disciplinary Panel.

Parenting Contracts and Parenting Orders

In accordance with government guidance, where a student has had more than two fixed term exclusions, governors will consider the use of a Parenting Contract or applying for a Parenting Order.

Taking account of SEN students, disabilities and the circumstances of other vulnerable students.

The Disability Discrimination Act 1995 and the SEN duties in the Education Act 1996, together with the Disability Discrimination Act 2005 provide the statutory framework that underpins equality of opportunity for students with SEN or disabilities in accessing education.

Disabled students are those who have a physical or mental impairment which has substantial and long term adverse effect on their ability to carry out normal day-to-day

activities. This broad definition encompasses an estimated 7% of the child population and includes hidden disabilities such as dyslexia, autism, and speech and language impairments; sensory and physical impairments; and medical conditions such as diabetes, epilepsy or disfigurement. Some students with more complex behavioural, emotional or social difficulties may also fall under the definition of disabled. The definition of disability also includes conduct disorders such as oppositional defiance disorder (ODD) or attention deficit hyperactivity disorder (ADD/ADHD). **Such disorders do not have to have been officially diagnosed in order for a student to be classified as disabled: the impairment simply needs to exist.**

In light of this the college must:

- make 'reasonable adjustments' in the application of the behaviour policy to disabled students, giving consideration to the college's Diversity Policy;
- make special educational provision for students whose behaviour related learning difficulties call for it to be made.

In order to address these issues the college will:

- identify any students for whom the above applies on the internal Child in Need record and SEN register (where appropriate);
- produce an IBP for each of these students which outlines how the college behaviour framework should be applied to each student;
- ensure that all staff and the student's parents/ carers are aware of the IBP;
- ensure that every identified vulnerable student has a key person in college who knows them well, has good links with home and can act as a reference point for staff when they are unsure how to apply the behaviour policy (this will usually be either the SENCO, Assistant Principal i/c Guidance, House leader or SSM).

The Assistant Principal i/c Guidance and the SENCO will have an overview of these students and their needs and will form a judgement as to whether the Disability Discrimination Act applies.

(Appendix 1)



Name:

Home-College Agreement

The college:

As a college, we will do our best to:

- Provide a safe, well ordered and caring environment
- Have a clearly stated, published behaviour policy
- Provide a balanced and challenging curriculum which meets the needs of every child
- Provide students with high quality teaching and a variety of enrichment activities
- Encourage all students to work to the best of their ability
- Set and mark homework regularly
- Provide parents/carers with regular reports and meetings on student progress
- Listen to and respond quickly to any concerns students or parents/carers may have
- Contact parents/carers promptly should a problem arise
- Keep parents/carers informed about the college
- Value and respect all students as individuals

Signed..... (Principal)

Date.....

Students:

As a student, I will do my best to:

- Work to the best of my ability at all times
- Attend college regularly, on time and in full school uniform
- Come to college with all the equipment I need
- Follow the school's 'Code of Conduct'
- Co-operate with teachers
- Record and complete all my homework on time
- Adopt a positive attitude towards, and participate fully in, the life of the school
- Show respect for others both in and out of school
- Respect the school environment and the, local community
- Keep my planner up to date and make sure that books are properly used and looked after
- Use appropriate language when speaking to others
- Be responsible for taking communications to and from school and home

Signed..... (Student)

Date.....

Parents/Carers:

As parents/carers, we will do our best to:

- Ensure that our child attends college regularly, on time and in full school uniform
- Ensure he/she is properly prepared each day to take part in the life of the college
- Encourage him/her to have a positive attitude to school
- Encourage him/her always to do his/her best
- Ensure that he/she has all the necessary equipment and kit required
- Take an interest in his/her education by encouraging him/her to complete homework on time and provide other opportunities for learning
- Keep the college informed about any problems which might affect his/her learning
- Attend Academic Reviews and Parents' Meetings
- Support the school and its policies as fully as possible, including with regard to after college detention
- Read all correspondence from the school and respond quickly when necessary

Signed..... (Parent/carer)

Date.....

Governors:

As the Governors of the college, we will do our best to:

- Seek financial efficiency and value for money
- Draw up and publish a full set of school policies
- Consult with and report to parents/carers
- Ensure compliance with statutory obligations, including health and safety regulations
- Monitor and review all aspects of the college's work

Signed..... (Chair of Governors)

Date.....

Appendix 2

Behaviour – The Basics

In **ALL** lessons, you will be expected to do the following:

- Listen to the teacher
- Allow other students to have their say without interrupting
- Complete all work set to the best of your ability
- Put your hand up to ask or answer questions
- Stay in your seat unless the teacher tells you to move
- Wear full school uniform in the appropriate manner
- Have all the equipment required to take part fully in the lesson, **including** your planner
- Work co-operatively, on your own, in a pair or as part of a group
- Hand in, on time, any classwork / homework / coursework issued

If you do the following, **YOU** are disrupting others' learning;

- Talking when you should be working
- Failing to follow the teacher's instructions
- Refusing to start or complete work
- Shouting out
- Using inappropriate language
- Throwing things
- Disturbing other students
- Arguing with teachers
- Arguing with other students

If you disrupt any lesson, the following will happen:

First incident of disruption – the teacher will give you your first warning – C1

Second incident of disruption – the teacher will give you a second warning and will remind you that any further disruption will result in an after school detention and your parents/carers will be contacted – C2

Third incident of disruption – the teacher will issue you with an after school detention and will contact your parents/carers to inform them of your behaviour and arrange an appropriate detention date- C3

If you continue to disrupt the lesson, you will be removed from the lesson. However, the detention will still apply and your teacher will still contact your parents/carers – C4

BEHAVIOUR FOR LEARNING CONSEQUENCES

Detention

Students can get a C1 (first warning) and a C2 (second warning) for:-

- Disrupting the learning of other students
- Not working themselves
- Not paying full attention to instructions

After two warnings the next punishment is a C3 (one hour detention)

Students can get a C3 (one hour detention) for:-

- Being five minutes late to the lesson
- Stopping other students from learning
- Bullying
- When a C1 and a C2 have not improved their behaviour
- Using a mobile phone during lesson time

Students can get a C4 (isolation) for:-

- Poor behaviour at a C3 (detention) and student does the detention again
- Smoking at school
- Standing next to smokers
- Serious bad behaviour
- Inappropriate use of bad language
- Making threats – to pupils and staff
- Making a physical assault
- After a C4 you will automatically receive a C3 as well

One hour Detention

A one hour detention can be given with 24 hours notice. A letter must be collected by the student from nominated staff. The student's name must be entered on the school management system.

Supervision

A rota of teaching staff and support staff exists for the College Detentions which is on the electronic calendar and on the staff notice board. These detentions take place in the Dining Room and last for 60 minutes. These detentions take place every day of the week 2.50 p.m. – 3.50 p.m.

Parents

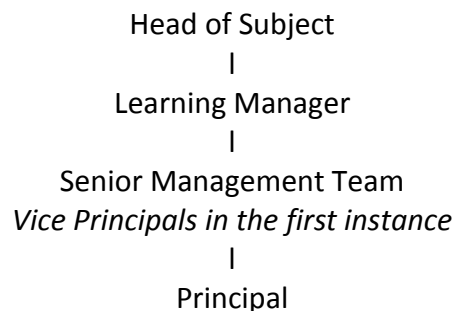
The letter should be taken home to parents at least 24 hours before the detention in order for appropriate arrangements to be made. A standard form or letter should be used giving all necessary details.

Procedures for serious offences

If students seriously transgress the School's Code of Conduct and become extremely difficult for the class teacher to handle, please follow the agreed procedure:

Teacher of subject to discipline student and instigate a form of appropriate punishment, following C1 C2 C3 C4.

Where this fails:-



In extremely serious cases of verbal or physical abuse the Principal should be involved directly.

All members of staff should attempt to deal with difficult situations before they become too problematic. Anticipation of a problem and swift action can often prevent a knee jerk reaction. If work is appropriately differentiated, and targeted at pupils so allowing them to succeed in their studies then many problems will disappear.

We all need to consider carefully what we are asking pupils to do and what resources we are giving them with which to work. We should ask ourselves:-

- Is the aim of our lesson clear?
- Have directions and explanations been given in understandable language?
- Are the resources at the right level for the students in that class?
- Is the work differentiated well enough to allow all students a full entitlement to the lesson?
- Is homework well planned, clear and fully understood by all students?
- Have your assessed work on a regular basis?
- What does this assessment tell you about future lesson preparation in terms of students cognitive development?

Where order does break down, staff should make suitable punishments in line with Behaviour for Learning Policy.

Note However, if you hand over a problem to a senior colleague it will be for them to deal with the issue from that point on.