

Managing Classroom Behaviour

“Teachers have a responsibility to forge positive relationships and manage behaviour effectively to ensure a good and safe learning environment for all.”

Teacher Standards

At Toynbee we believe it is everyone’s responsibility to guide and support our pupils in developing their skillset for positive behaviour. We expect our staff to create predictability for our pupils by all following the approach below:

The foundations for ensuring all classrooms are respectful places where teachers can teach, pupils can learn and everyone feels safe are that:

- Teachers will familiarise themselves with all their pupils and any relevant barriers to their learning, adapting their teaching as appropriate
- Teachers will create a welcoming and positive environment, where pupils are acknowledged, praised and feel like they ‘matter’
- Teachers will ensure every lesson is a ‘fresh start’, with the belief that with our support pupils can get it right
- Teacher will uphold a consistent positive regard of all pupils, and will be mindful of the impact of their voice, tone and body language
- Teachers will maintain a visible presence throughout the lesson
- Teachers will follow the ‘Strong Starts and Strong Finishes’ routines
- Teachers will maintain a respectful classroom culture, using the 3-2-1 countdown strategy to gain pupils’ attention
- Teachers will have a seating plan for all their classes, and will ensure a register is taken each lesson

The table below indicates the action and follow up for staff in the event that further measures are required to ensure that learning is not impacted in the classroom.

Classroom Behaviour Steps

Step	Action	Lead	Expected Practice	Consequence
Step 1	Communicate a Final Reminder to the Pupil	Teacher	The teacher must use the phrase Final Reminder and explain the behaviour that is expected of them and how this can be achieved	The Final Reminder is logged on Arbor
Step 2	Ask the pupil to work in another room	Teacher	The teacher must ask the pupil to step outside the classroom, explain that they will be expected to complete their work in another room for the remainder of the lesson.	The 1a. Pupil Restorative Conversation (R1) will be logged on Arbor The teacher will complete the Restorative Conversation Form , which will be shared with HOD/GM and available to parents.
Step 3 (R1)	To arrange a Restorative Conversation with the pupil	Teacher	The teacher will meet with the pupil, ideally prior to their next lesson, to complete a Restorative Conversation , asking their HOD or a GM for support if required	

In the event of an escalation of behaviour:

Step	Pupil Behaviour	Lead	Expected Practice	Administration & Logging
R1	A pupil has walked out of their lesson without permission from the teacher	Teacher GM 'On call'	Teacher to complete Emergency Alert on Arbor and return to teaching their lesson GM 'On-call' locates the pupil, removes them to another space and emails teacher to arrange a Restorative Conversation The Teacher will complete a Restorative Conversation with the Pupil	The 1b. Pupil left lesson without permission - Restorative Conversation (R1) will be logged on Arbor by the Teacher The teacher will complete the Restorative Conversation Form, which will be shared with HOD/GM and available to parents.
R1	A pupil has refused to work in another room	Teacher GM 'On call'	Teacher to contact GM 'on-call' and return to teaching their lesson GM 'On-call' locates the pupil, removes them to another space and emails teacher to arrange a Restorative Conversation The Teacher will complete a Restorative Conversation with the Pupil	The 1c. Pupil refused direction - Restorative Conversation (R1) will be logged on Arbor by the Teacher The teacher will complete the Restorative Conversation Form, which will be shared with HOD/GM and available to parents.
R1	After being sent to another room, the pupil has disrupted the learning of others	Teacher GM 'On call'	Teacher to contact 'On-call' and return to teaching their lesson GM 'On-call' locates the pupil, removes them to another space and emails teacher to arrange a Restorative Conversation The Teacher will complete a Restorative Conversation with the Pupil	The 1d. Pupil disrupted another room - Restorative Conversation (R1) will be logged on Arbor by the original class teacher The teacher will complete the Restorative Conversation Form, which will be shared with HOD/GM and available to parents.
R2	Repeated occurrence of pupil being asked to work in another location (eg. twice in a 4 week timetable cycle)	Teacher GM	The teacher must ask the pupil to step outside the classroom, explain that they will be expected to complete their work in another location for the remainder of the lesson. The teacher will make contact with parents The GM & Teacher will complete a Restorative Conversation with the Pupil	The 2. Pupil repeated - Restorative Conversation (R2) will be logged on Arbor by the teacher The teacher will complete the Restorative Conversation Form, which will be shared with HOD/GM and available to parents.

Step	Pupil Behaviour	Lead	Expected Practice	Administration & Logging
R3	Repeated occurrence of pupil being asked to work in another room following R2 conversation	Teacher HOD	The teacher must ask the pupil to step outside the classroom, explain that they will be expected to complete their work in another room for the remainder of the lesson. The teacher is to make contact with their HOD to escalate to the next stage. The HOD will review appropriate strategies and interventions to improve pupil behaviour The HOD will make contact with parents. The HOD and teacher will both arrange a Restorative Conversation with the pupil	The 3. Pupil further repeated – HOD Restorative Conversation (R3) will be logged on Arbor by the HOD The HOD will complete the Restorative Conversation Form, which will be shared with HOD/GM and available to parents.
R4	Repeated occurrence of pupil being asked to work in another room following R3 conversation	HOD SLT	The HOD will contact parent to confirm a date and time for the SLT Restorative Conversation. The HOD books the pupil into a SLT Restorative Conversation on Arbor. The Teacher and/or HOD are welcome to attend the SLT Restorative Conversation. On the specified date, SLT, the Teacher and/or HOD, and the pupil will complete the SLT Restorative Conversation (R4) Further repeated behaviours will be referred to SLT for further action in line with the Behaviour Policy	The 4. SLT Restorative Conversation (R4) will be logged on Arbor by the Teacher and/or HOD SLT will complete the SLT Restorative Conversation Form, which will be shared with GM and available to parents.

The expected practice regarding when to contact On-Call

Pupil Behaviour	Lead	Expected Practice	Administration, Logging & Follow Up
Pupil has not arrived to their lesson, after the register has been taken	Teacher PA/GM	Teacher completes an 'Emergency Alert'. Pastoral Assistant and/or GM On-call locate pupil, 'resolve' Emergency Alert and take pupil to their classroom. If a pupil has been with a member of staff, the member of staff will give the pupil a 'note' to show to their teacher explaining where they have been	GM to review punctuality pattern at the end of each day and action using one or more of the following strategies: 1) Ascertain if there was viable reason for lateness 2) Inform parent 3) Log on Arbor as 'Late to lesson' and initiate a Break time Detention for the following school day 4) Liaise with the teacher, if lateness is a result of a classroom issue
Refusing to attend lessons and/or refusing to follow the behaviour chain process when addressed by SLT and 'On-Call' Knowingly disrupting the learning of another class (that is not their own lesson)	GM SLT	GM 'On-Call' locates the pupil, removes them to another space (GM office or Inclusion) for the remainder of the school day. GM investigates incident and refers to SLT for further action in line with the Behaviour Policy The GM will make the necessary arrangements to be able to facilitate the relevant Restorative Conversation with the pupil, in addition to any further sanction applied, including Reset Room, Cross School Inclusion, Suspension.	The incident and follow up will be logged on Arbor by the GM and/or SLT Any sanctions applied are logged on Arbor and/or via the Suspension Form by the GM SLT and/or GM will complete the appropriate restorative form, which will be available to parents and shared with GM
A pupil uses verbally abusive, sexual or discriminatory language or acts in an unsafe, aggressive or intimidatory way	GM SLT	GM 'On-Call' locates the pupil, removes them to another space. GM investigates incident and refers to SLT for further action in line with the Behaviour Policy The GM will make the necessary arrangements to be able to facilitate the relevant Restorative Conversation with the pupil, in addition to any further sanction applied, including Reset Room, Cross School Inclusion, Suspension.	The incident and follow up will be logged on Arbor by the GM and/or SLT Any sanctions applied are logged on Arbor and/or via the Suspension Form by the GM SLT and/or GM will complete the appropriate restorative form, which will be available to parents and shared with GM

A pupil has walked out of their lesson without permission from the teacher	Teacher GM 'On call'	Teacher to complete Emergency Alert to notify GM 'on-call' and return to teaching their lesson GM 'On-call' locates the pupil, removes them to another space and emails teacher to arrange a Restorative Conversation The Teacher will complete a Restorative Conversation with the pupil, dependent where they are in the stages.	This will be logged on Arbor, dependent where the pupil is in the Restorative Conversation stages. The Restorative Conversation Form will be completed by the relevant person, dependent on where the pupil is in the Restorative Conversation stages, which will be shared with HOD/GM and available to parents.
A pupil has refused to work in another room	Teacher GM 'On call'	Teacher to complete Emergency Alert to notify GM 'on-call' and return to teaching their lesson GM 'On-call' locates the pupil, removes them to another space and emails teacher to arrange a Restorative Conversation The Teacher will complete a Restorative Conversation with the pupil, dependent where they are in the stages.	This will be logged on Arbor, dependent where the pupil is in the Restorative Conversation stages. The Restorative Conversation Form will be completed by the relevant person, dependent on where the pupil is in the Restorative Conversation stages, which will be shared with HOD/GM and available to parents.
After being sent to another room, the pupil has disrupted the learning of others	Teacher GM 'On call'	Teacher to complete Emergency Alert to notify GM 'on-call' and return to teaching their lesson GM 'On-call' locates the pupil, removes them to another space and emails teacher to arrange a Restorative Conversation The Teacher will complete a Restorative Conversation with the pupil, dependent where they are in the stages.	This will be logged on Arbor, dependent where the pupil is in the Restorative Conversation stages. The Restorative Conversation Form will be completed by the relevant person, dependent on where the pupil is in the Restorative Conversation stages, which will be shared with HOD/GM and available to parents.

Restorative Conversation Stages

Step	Details	Restorative Conversation Lead	Pre-Restorative Conversation Actions	Arbor	Communication following Restorative Meeting
-	'Final Reminder'	Teacher	-	The Final Reminder is logged on Arbor by teacher	-
R1	Teacher Restorative	Teacher	The teacher will arrange a Restorative Conversation with the pupil, asking their HOD or GM for support if required	1a. Pupil Restorative Conversation – <i>logged by teacher</i>	The teacher will complete the Restorative Conversation Form, which will be shared with HOD and GM and available to parents.
			The teacher will arrange a Restorative Conversation with the pupil, asking their HOD or GM for support if required	1b. Pupil left lesson without permission - Restorative Conversation (R1) <i>logged by teacher</i>	The teacher will complete the Restorative Conversation Form, which will be shared with HOD and GM and available to parents.
			The teacher will arrange a Restorative Conversation with the pupil, asking their HOD or GM for support if required	1c. Pupil refused direction - Restorative Conversation (R1) – <i>logged by teacher</i>	The teacher will complete the Restorative Conversation Form, which will be shared with HOD and GM and available to parents.
			The teacher will arrange a Restorative Conversation with the pupil, asking their HOD or GM for support if required	1d. Pupil disrupted another room - Restorative Conversation (R1) – <i>logged by teacher</i>	
R2	Teacher & GM Restorative	Teacher	The teacher and GM will both arrange a Restorative Conversation with the pupil	2. Pupil repeated - Restorative Conversation (R2) – <i>logged by teacher</i>	The teacher will complete the Restorative Conversation Form, which will be shared with HOD and GM and available to parents. The teacher will contact parents
R3	Teacher & HOD Restorative	HOD	The HOD will review appropriate strategies and interventions to improve pupil behaviour The HOD and teacher will both arrange a Restorative Conversation with the pupil	3. Pupil further repeated – HOD Restorative Conversation (R3) – <i>logged by HOD</i>	The HOD will complete the Restorative Conversation Form, which will be shared with HOD and GM and available to parents. The HOD will contact parents

R4	Teacher and/or HOD & SLT Restorative	SLT	The HOD will contact parent to confirm a date and time for the SLT Restorative Conversation. The HOD books the pupil into a SLT Restorative Conversation on Arbor. The Teacher and/or HOD are welcome to attend the SLT Restorative Conversation.	4. SLT Restorative Conversation (R4) – <i>logged by Teacher and/or HOD</i> Further sanctions, as appropriate	SLT will complete the SLT Restorative Conversation Form, which will be shared with HOD and GM and shared with parents.
SRM	Senior Leader Review Meeting	SLT and any other relevant members of staff	The Guidance Manager and/or SLT will investigate the incident and decide on any sanctions (if appropriate). The Guidance Manager and/or SLT will inform parents of the Senior Leader Review Meeting (SRM)	5. Senior Leader Review Meeting (SRM) – <i>logged by GM and/or SLT</i>	SLT and any other relevant members of staff will complete the Senior Leader Review Meeting (SRM) Form, which will be shared with relevant staff and will be available to parents