Excellence in Practice: Behaviour Toolkit

Connection EDUCATION

A tool to prompt thinking about every day provision in schools.

Key Factors:

- Is the culture consistent between Classrooms.
- Is the environment calm, orderly, respectful and supportive

Climate and Culture	✓
Calm orderly environment across the whole school (all areas, times and provisions)	
Consistent expectations from all staff	
Pupils demonstrate respect, courtesy and empathy	
Clear routines (start/end of lessons, transitions)	
Positive relationships visible between staff and pupils	

Red Flags:

- Different expectations between staff
- Over reliance on sanctions rather than routines
- Pupils unclear about expectations

Key Factors:

- Are policies implemented consistently (classrooms, break times)
- Whether all staff (inc. midday/support) follow systems

Staff consistency	✓
Staff apply the rules and routines the same way	
Consistent language used across classes	
Low level disruption addressed quickly	
Staff display confidence in behaviour management	
Positive relationships visible between staff and pupils	

Red Flags:

- Student voice - “Depends on the teacher…”
- Staff ignore low level disruption or poor behaviour outside of the classroom

Key Factors:

- Behaviour supports learning, does not interrupt it
- Teachers maintain the low of lessons whilst anticipating and managing behaviour

Student behaviour in lessons	✓
Staff apply the rules and routines the same way	
Consistent language used across classes	
Low level disruption addressed quickly	
Staff display confidence in behaviour management	
Positive relationships visible between staff and pupils	

Red Flags:

- Frequent interruptions
- Time lost to behaviour management

Key Factors: • Do behaviour expectations apply everywhere. • Are all parts of the school orderly and calm during social times	**Student behaviour social time**	✓
	Staff apply the rules and routines the same way	
	Consistent language used across classes	
	Low level disruption addressed quickly	
	Staff display confidence in behaviour management	
	Staff presence during social times is apparent, active and effective.	
	Positive relationships visible between staff and pupils	
Red Flags: • Behaviour in specific areas is a concern / remains unchallenged. • Staff not challenging behaviour		

Key Factors: • Behaviour systems are understood by staff and students. • Pupils understand “why”, not just what happens	**Behaviour systems and consequences**	✓
	Pupils are able to articulate the behaviour system accurately	
	Pupils understand the purpose of the behaviour system, not just the consequences	
	Sanctions are proportionate and appropriate	
	Reintegration processes after removal from lessons	
	Pupil voice indicates that behaviour systems support learning and safety	
Red Flags: • Inconsistent sanctions • Overuse or misuse of isolation/ suspension		

Key Factors: • Are issues resolved and not repeated • Students have confidence in the schools response to bullying	**Bullying and Peer Behaviour**	✓
	Rare incidents of bullying	
	Pupils are confident reporting concerns	
	Staff respond to incidents quickly and effectively	
	No tolerance of discrimination, harassment or intimidation	
Red Flags: • Students say bullying happens “a lot” • Students say the response from school is ineffective		

Key Factors:	Attitude to learning	✓	Red Flags:
• Are policies implemented consistently (classrooms, break times) • Whether all staff (inc. midday/support) follow systems	Pupils are motivated and engaged, attending lessons on time.		• Student voice - “Depends on the teacher...” • Staff ignore low level disruption or poor behaviour outside of the classroom
	Students who resilience when work is challenging		
	Pupils are proud of their work.		
	Pupils are able to work independently and collaboratively		