

**CHRIST'S HOSPITAL**  
**STUDENT BEHAVIOUR MANAGEMENT, REWARDS AND SANCTIONS POLICY**

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## **Aims**

1. This policy begins with the principles of positive, relational behaviour management which are the foundation of Christ's Hospital's approach to managing students in the classroom and elsewhere. It details the types of behaviour that should be modelled and encouraged, and those which should be discouraged. It outlines the means by which CH teachers should consistently set out behaviour expectations, promote and acknowledge positive behaviour and manage poor behaviour in the classroom and other contexts. It details the rewards and sanctions, at all levels, that are used at Christ's Hospital.

## **Introduction**

2. Christ's Hospital's mission is to challenge inequality by providing a nurturing, transformative education for young people from all backgrounds. Students should feel psychologically safe at school, in an orderly environment with a culture of warmth and social engagement. As such, it is the responsibility of all staff to model expected behaviour and positive relationships, so that students can see examples of good habits and have the confidence to ask for help when needed. It is our responsibility as educators to adapt our practice to meet the needs of the children in our care, with particular consideration to those children who have experienced adverse childhood experiences (ACEs) and/or trauma. By adopting a positive, relational approach to behaviour management, CH supports all children's psychological, emotional and social development.

## **A CH educator is any adult involved in the care and welfare of our students.**

3. A CH educator should manage behaviour effectively to promote a positive and safe environment by using approaches which are appropriate to students' needs in order to involve and motivate them. We aim to promote and value the development of the whole child to ensure that CH students understand their self-worth and the worth of others. As a community, we actively promote equality and acceptance, while standing firm against discrimination in relation to race, culture, religion, gender, sexuality and all forms of difference, with rigour and compassion. We acknowledge that misbehaviour is often a developmental deficit and, as teachers, it is our responsibility to educate, support and equip children with the skills to thrive beyond CH. Our focus is on building relationships that enable us to understand our students, their backgrounds and their challenges. By remaining curious about why behaviour has occurred, we deal with incidents by regulating (defusing a situation), relating (connecting with the student), and repairing (supporting the child to make amends and make positive future choices). At the heart of what we do is the recognition that behaviour is communication and that it is not always a choice, therefore, we work with kindness underpinning our practice to set firm boundaries and offer strong support for our developing students.
4. A CH educator models the behaviour we wish to see, fostering respectful relationships with students, underpinned by unconditional positive regard (Rogers, C 1956) for the young people in our care (the basic acceptance and support of a person regardless of

what the person says or does), and a philosophy of 'connection before correction'. We recognise the importance of a positive and consistent approach, understanding that students achieve when they feel respected, safe, happy and listened to. A CH educator leads with rigour, routine and high expectations, consciously aiming to always be kind and compassionate.

5. A CH educator appreciates that effective teacher/student relationships are built on understanding and respect. Developing and maintaining a thorough knowledge of SEND and pastoral needs allows for planning and differentiation that benefits individuals, and in turn the whole class dynamic. See Appendix C. SEND and Pastoral Passports should be accessed on iSAMS.
  
6. Serious situations can occur from time to time, and it is important that all members of staff should feel confident both in the measures that they can use and in the support of the SLT, so that poor behaviour in any area of the school is addressed consistently. Staff should aim to de-escalate situations in the first instance whenever possible. They should be confident in requesting HoDs or SLT members to assist and support when needed and should make time for restorative conversations when appropriate, to resolve issues and repair and rebuild relationships.

## The Relational Approach



*"I have come to a frightening conclusion that I am the decisive element in the classroom. It's my personal approach that creates the climate. It's my daily mood that makes the weather. As a teacher, I possess a tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humour, hurt or heal. In all situations, it is my response that decides whether a crisis will be escalated or de-escalated and a child humanised or de-humanised."*

Haim Ginott, *Teacher and Child*. (1972)

### **Promoting positive behaviour**

7. Examples of behaviour that we wish to model and encourage include:

- polite and thoughtful communication, whether in person or digitally;
- calmness and self-discipline during the working day;
- punctuality and reliability;
- hard work;
- self-control and considerate behaviour in public or on formal occasions;
- appropriate help seeking;
- respect for the beliefs and opinions of others;
- respect for the property of others;
- sharing and valuing the participation and contribution of others;
- good manners;
- expressing thanks and appreciation, or apology and contrition;
- appropriate standards of dress and appearance in a variety of situations;
- appreciation of surroundings and environment; and
- appreciation of the work and contribution of others.

### **Discouraging negative behaviour**

8. Behaviours to discourage include:

- gossip, rumours and malicious comments (including via online activity);
- behaviour which disrupts the work or activities of others, whether in school or in public;
- swearing or uncouth language and conduct;
- behaviour which damages or puts at risk other people or property;
- behaviour which diminishes the enjoyment of others (e.g. vandalism or excessive noise); and
- behaviour which creates unnecessary work for others (e.g. littering or untidiness).

### **Behaviour expectations in the classroom**

9. A CH educator aims to continually provide experiences that promote and foster a student's love of learning, protects their innate joie de vivre and desire to explore the world around them and engenders a sense of purpose in life. Teachers should aim to establish an orderly, consistent, productive classroom environment by:

- starting and finishing lessons on time;
  - having seating plans for all 02-UF classes, and any new classes;
  - insisting that students arrive properly dressed. Correct them on the spot if they do not. Students may ask for permission to relax their dress (e.g. undo bands);
  - insisting that students arrive properly equipped;
  - recording lateness or absence on iSAMS;
  - establishing expectations to maintain a calm and productive atmosphere (e.g. paying attention; taking turns speaking; respecting others' ideas);
  - insisting that work is completed to a high standard;
  - insisting that assigned work is submitted on time and following up non- or partial submissions on iSAMS using the late work system;
  - insisting on appropriate use of ICT;
  - ensuring that students do not pack up or seek to leave before they are dismissed;
  - following a scripted routine at the end of lessons, e.g. "Pack away and stand behind your chairs. Check your uniform – bands done up, long hair tied up or back. Check that you have all your belongings". Dismiss row by row once the class is quiet;
  - ensuring the students leave the classroom organised and tidy; and
  - ensuring that students are only excused to use the toilet individually.
10. Further guidance on how to build, maintain and repair relationships that create a positive learning environment can be found in appendix A.

### **Encouraging positive behaviour**

11. Consistency is key to encouraging good behaviour, as is the development of positive student teacher relations. It is the responsibility of all CH educators to:
- learn students' names and correct pronunciations. (Use the database of recordings, in Name Recordings folder in the Files on All CH Teachers Team and seating plans to help);
  - create a tidy, welcoming work environment where students feel inspired to learn;
  - acknowledge and value good behaviour;
  - facilitate activities that boost self-esteem, self-confidence and self-discipline;
  - check Learning Support Passports and Pastoral Passports for those students who have them and adhere to all guidance and access arrangements as detailed therein;
  - demonstrate a clear and informed understanding of the impact that learning difficulties and/or disabilities have on an individual's behaviour;
  - develop respectful relationships with students, and other staff, that are strong, supportive and cultivate an attitude of unconditional positive regard for everyone;
  - regularly refer to and use the School Values of kindness, inclusion, responsibility, perseverance and individuality; and
  - never ignore or walk past children who are making a bad choice with regard to their behaviour or appearance; always demand appropriate restorative action on the spot.

## **Responding to positive behaviour – acknowledgement, congratulation and rewards**

12. It is very important that staff should promote and reinforce good behaviour through prompt, positive feedback. Examples of ways in which this can be done are:
  - specific positive feedback directly to the student;
  - awarding commendations/senior merits for good conduct or academic work;
  - sending an email or postcard of congratulation to the student, copied to HP/HoY for exceptional or improved behaviour; and
  - arranging a conversation with HoD or HoY for congratulations.
13. **Commendations (02-LE) and senior merits (UF-GR)** are awarded by staff for good work, and also to reward positive behaviour in any part of school life, such as in CCF, sport or other activity.
  - Commendations/senior merits are entered on iSAMS.
  - Commendations/senior merits add up to HoY Awards presented termly. Consideration is given to sanctions received.
14. The commendations accrued by students are recognised at each end-of-term Head's assembly, when the best overall house for commendations receives:
  - the Avenell Plate (Second Form girls)
  - the Moyna Gilbertson Cup (Second Form boys)
  - the Barnes Wallis Trophy (Third Form - Deps girls)
  - the Coleridge Trophy (Third Form - Deps boys).

## **Academic awards for attainment and progress**

15. Academic attainment prizes are awarded to all year groups annually. For juniors (02 to LE) these are for high attainment across the full range of subjects. For seniors (UF to Grecians) they are subject specific. Academic progress awards are presented annually in a Head of Year assembly. They celebrate the effort put in by the students and are measured by individual progress.
16. Academic successes are also celebrated by the following means:
  - positive and constructive written reports at the end of term;
  - publishing exemplary work in various school publications;
  - departmental certificates/affirmation postcards/class awards; and
  - displaying good work in classrooms and around the school site.

## **Academic buttons**

17. 'Academic buttons' represent the highest level of academic recognition and are awarded to a small number of Grecians (year 13) who demonstrate precocious subject

scholarship, sustained achievement, breadth across disciplines and a natural gravitation towards academic specialisation.

### **Distinctions**

18. These are awarded for outstanding academic performance. Distinctions are rare, much prized and will be infrequently awarded. Teachers put forward their nominations to the Assistant Head (Academic) who will decide whether to take the award forward to the Head. The student is then invited to meet with the Head to discuss the work and to be congratulated. A list of those awarded distinctions is displayed on the board outside the Head's office.

### **Colours**

19. Colours are generally awarded in drama, Expeditionary Education, music, service and sport, when a student (usually in the Grecians or Deputy Grecians year groups) has reached a standard worthy of whole school recognition. In rare cases, a Greater Erasmus student may be awarded Colours. The Assistant Head, Broader Curriculum may award Colours in a new area of the broader curriculum should the opportunity arise. Colours are issued in the form of a button which students will add to their Housey. To receive Full Colours, the successful student needs to demonstrate excellence, commitment, leadership and progress. In addition to this, recipients of Colours are expected to embody the values and ethos of Christ's Hospital. They serve as ambassadors for the school, setting a positive example for their peers in terms of attitude and disposition. It is essential that those recognised are not only high achievers but also role models who positively influence the school community.

### **House-based rewards**

20. Each boarding house has its own informal system of rewards to acknowledge good behaviour and positive contributions to house life. These include:
  - 'Star of the Week' certificates;
  - praise and reward slips;
  - trips out; and
  - tuck treats awarded at Roll Call.

### **Responding to poor behaviour – appropriate correction, consequences and sanctions**

21. CH educators should aim to be **curious** about the causes of behaviour. Their response to what they see presented before them should be firm, consistent and measured, not angry. Shouting is not an appropriate response. Sarcasm can cause confusion and shame and should be avoided. All behaviour is a form of communication, reflecting a need, and a child's defensive behaviours are unlikely to be aimed personally at the educator.

22. Christ's Hospital rejects the use of corporal punishment. The school does not practise corporal punishment in any form.

### **In academic lessons and actives**

23. CH educators will take responsibility for developing a learning environment where curiosity thrives through excellent relational behaviour management. If a student's conduct needs positive development, this should be addressed clearly and calmly, in person. Examples of behaviour management strategies can be found in Appendix A.
24. If an incidence of poor conduct is **noteworthy or persistent**, it should be recorded on iSAMS using the appropriate C4C category. C4Cs are a record of behaviour management, not a punishment. They should clearly record action taken. Recorded events will be regularly monitored and followed up by the relevant person.

<b>Category</b>	<b>Person responsible for initial follow-up:</b>
Pastoral concern	Houseparent
Poorly equipped	Houseparent
Poor engagement - lesson/active	HoD/SHoD/Head of Sport or Activity
Poor behaviour - lesson/active	HoD/SHoD/Head of Sport or Activity
Unkind behaviour	HoY/Deputy Head
Persistent lateness	Houseparent
Persistent poor dress	Houseparent
Poor behaviour - other	Houseparent/HoY

### **Managing non-completion of academic work (prep/coursework)**

25. When setting prep, teachers should give clear instructions about how the work should be completed and submitted and state the deadline for the work. Bearing in mind how busy Christ's Hospital students may be with wider commitments, trips and events, teachers should always allow students a minimum of three to four days to complete a prep task. Teachers should ensure that juniors record prep instructions in their prep diaries and check that students understand what they are required to do.

### **Late Work Level 1**

26. When taking in prep work, teachers should check that students have submitted their work, whether in hard copy or on Teams, during a lesson, in order to challenge students on the spot about any missing work. Students should be informed in person whenever possible that they are being entered on iSAMS as 'late work level 1'. When the teacher enters the 'late work', iSAMS sends an automated email to the student and also to their houseparent. The work should be completed to a satisfactory standard and handed in

the following day. Junior students may be required to work downstairs after rollcall, and senior students may be required to attend junior prep and/or work downstairs after rollcall and/or be gated to house, at their houseparent's discretion.

### **Late Work Level 2 (HoD Detention)**

27. If the work is not completed by the following day at 17.00, the student is entered for a Late Work, Level 2.
28. Juniors: 17.00 - 18.15, Fridays (or Mondays after leave weekend)  
Seniors: 17.00 – 18.00, Fridays (or Monday after leave weekend)
29. Students are informed that they have a Late Work Level 2 on Thursday. They attend E10/E11 at 17.00 on Friday for a detention. This happens even if the late work has been completed by Friday, so that students understand that there is a consequence for missing a deadline.
30. A member of SLT, a Senior HoD or a HoD will register attendance. Students will be made aware of the late work that they must complete by their teacher. They should bring any necessary worksheets, stationery, or device needed to complete the work or to occupy their time fruitfully during the detention.
31. During the detention, students will complete the outstanding work to a suitable standard and will use any additional time to revise, read or complete other academic or CHOSA work. This detention takes priority over other activities.

### **Late Work Level 3 (Academic Detention)**

32. If a student does not complete the work in Late Work Level 2 Detention on Friday, or is unable to attend the detention, they will automatically be moved into a Late Work Level 3.
33. This takes place on Saturday evening between 19:30 and 21:30 in W10 with a member of SLT and/or school duty member in attendance. During the detention, students will complete the outstanding work to a suitable standard and will use any additional time to revise, read or complete other academic or CHOSA work. After the detention, Seniors will be gated for Saturday night.

### **Late Work Level 4 (Academic Contract)**

34. This is a formal process involving a meeting between specific subject staff, SLT, parent(s)/guardian(s) and student to discuss and agree targets for ongoing or persistent academic concerns. When problems persist, an Academic Contract may be required, to demonstrate the seriousness of the situation to the student and engage

with the parent(s)/guardian(s). Should a student remain for an extended period of time on 'Level 4', their place at the school might be jeopardised.

### **House-based sanctions**

35. Houseparents address minor instances of poor behaviour in house or in public areas of the school, including missing a medical/dental appointment, repeated poor dress or persistent lateness, as consistently as possible. When appropriate, a restorative approach is followed in the first instance, as a conversation and period of reflection can be more effective than a sanction. However, demonstrating that actions have consequences, in the form of low-level sanctions, is an essential part of helping young people to understand boundaries and learn to take responsibility for their actions. House sanctions may include earlier breakfast sign-ins, gating to house, revoking of Horsham Pass, being placed on a House Card or extra tidying up ('trades'). When appropriate, a houseparent will collaborate with the Head of Year/Assistant Head of Year to address a behavioural matter, who may arrange a separate conversation with an individual student or group to address concerns, informing parent(s)/guardian(s) by letter where necessary. A houseparent may also occasionally request that a student comes home early at the end of term, following a warning and in consultation with the Deputy Head, if the student is not managing themselves sensibly.

### **School-level sanctions for poor behaviour**

36. Many students manage their entire Christ's Hospital career without incurring any school-level sanctions and the great majority incur only an occasional, lower-level school sanction. Nevertheless, sanctions are essential in some instances, for a number of reasons. Sanctions act as a deterrent for many students; they demonstrate to young people that actions have consequences; they teach young people that some behaviours are unacceptable, at school and in society; they help to prevent poor behaviours spreading. The consistent use of appropriate consequences and sanctions helps to maintain a safe, orderly, productive and positive environment for all members of the school community.
37. **Broader Curricular Detention (BCDT):** this is given when a student misses, or is significantly late for, an active. The student is marked as 'unauthorised' on SOCS, and the list of absences is then shared with houseparents to check whether there was a valid reason for their non-attendance. If there is no reason for a student to miss their active, then a boarding student must report to the Deputy Head on duty in their office on a Sunday. Senior boarders are required to report at 09:15 and junior boarders at 11:30. Day students serve a BCDT by reporting to the Deputy Head at 07:30 on Monday morning, in Dining Hall. If a student is issued three BCDTs in a term, a letter is sent home from the Assistant Head, Broader Curriculum. The Assistant Head, Broader Curriculum and the Deputy Head may also decide that a student needs to report to the Deputy Head at 07:30 each weekday if there is a pattern of missing multiple actives within one week.

38. **Saturday Evening Head of Year Detention:** this is a significant sanction, one step below a suspension. It is given for instances of truancy from lessons, assemblies and Chapel, and for instances of poor behaviour that are serious, but do not warrant suspension. The decision to place a student in Saturday evening detention will be taken by the Head of Year in consultation with a Deputy Head. Students who receive a Saturday evening detention will, in some circumstances, be informed that a repeat of the behaviour is likely to result in suspension. Saturday evening detentions are held in separate classrooms for juniors and for seniors, are supervised by the Head of Year and last 90 minutes. Students will complete a reading/writing task in silence and be gated to house for the rest of the evening. Parent(s)/guardian(s) will be informed of the detention in a letter from the Head of Year.

## **Suspension**

39. The decision to formally suspend a student can be taken only by the Head or the Deputy Heads. If the student is suspended by one of the Deputy Heads, the Head will sign the suspension form.
40. Behaviours that result in suspension include: drinking, or being in possession of, alcohol at school; taking, or being in possession of, class B or C drugs at school; using or being in possession of a refillable vape at school; theft of any kind; vandalism or graffiti; deliberate violence of any kind; serious acts of recklessness likely to result in harm to others; bullying or serious acts of deliberate harm, harassment, discrimination or unkindness, whether physical or emotional, including online; vigilantism; participation in any kind of 'initiation ceremony' or so-called 'rite of passage'; going out of bounds (either outside the school's 'ring fence' without permission, or being in a prohibited area, such as in a bedroom or bedroom corridor of any boarding house other than the student's own); repeated deliberate disruption of lessons or other activities; serious rudeness towards or verbal abuse of staff, or serious refusal to follow reasonable instructions from staff; fraudulent or malicious behaviour online; deliberate flouting of safety measures. This list is not exhaustive.
41. The period of suspension is set at a minimum of 48 hours but can be up to a maximum of one week for more serious indiscipline, repeated instances of indiscipline following a first suspension, or for operational reasons (for example if the suspension takes place very close to the end of a session). The period of suspension may be longer than one week if the student's place at the school needs to be considered by the Head. If a student is suspended from school, they will be excluded from any and all school activities for the duration of that suspension regardless of whether these occur in holiday time or term time. If suspension subsequently proves ineffective, the school may be forced to exclude the student or to require them to leave the school under the procedure described below.
42. When the decision to suspend has been taken, the Deputy Head or houseparent will communicate this decision and the reasons for it to the parent(s)/guardian(s) of the student(s) by telephone. A time for collection from school will be set as soon after the

decision as possible and the length of the suspension will be communicated. A suspension form will be distributed to the SLT and relevant staff, teaching staff will be informed of the student's absence and a letter will be sent home from the Deputy Head, to put into writing the earlier telephone conversation.

43. If the student cannot be collected by their parent(s)/guardian(s), they may be sent home by train provided that:
  - the parent(s)/guardian(s) have agreed to this in writing (email);
  - the student is deemed sufficiently mature to travel alone;
  - the parent(s)/guardian(s) have agreed to contact the houseparent when their child has reached home.
44. While the student is still on the school site they will be closely supervised and gated to house until they leave.
45. Formal communication to parent(s)/guardian(s) of the matter and its consequence will be placed on house files, with copies for the school central file.
46. Where necessary, the Deputy Head responsible will see the student, and where possible their parent(s)/guardian(s), upon return, to reinforce the message about behavioural expectations. On rare occasions, the Deputy Head may decide to issue a Red Card, to facilitate closer supervision of the student for a week, with a follow-up meeting if necessary.
47. In very exceptional cases, a student may have to serve a suspension within the school due to family or other circumstances at home. In this event, any or all of the following measures may be taken, as deemed appropriate to the circumstances:
  - at 07.30 each morning, the student will check in with the SLT member on duty in Dining Hall;
  - meals will be eaten with the member of staff on duty/houseparent or matron as appropriate;
  - during the working day, the student will study independently, with behaviour closely monitored and recorded by means of a Red Card;
  - at break, the student will check in with the Deputy Head overseeing the suspension at the School Office.

During such a period of suspension, the student may also be required to:

- wear Housey at all times during the day;
- lose all privileges (Horsham pass, pocket money etc);
- hand in their mobile phone.

## **Behavioural agreements**

48. When it is deemed necessary by the school, the Deputy Head may meet with the parents and student and place the student on a Deputy Head Behavioural Agreement. This is signed by all parties after a discussion. This makes behavioural expectations very clear to the student. The review period for this contract is typically six months, although this can change depending on the individual circumstance.

## **Permanent exclusion**

49. Permanent exclusion of a student from Christ's Hospital may take two forms as per the terms of the parental contract with the school (section K, paras 72 – 78):
- a student is withdrawn by their parent(s)/guardian(s) at the Head's request; or
  - a student is formally removed or expelled.
50. Whenever possible, parent(s)/guardian(s) will be given the option to withdraw their child before he or she is formally expelled. This means that their file does not record their leaving as an expulsion. It should be noted however that agreeing to withdraw a child might compromise the right to request a review of the Head's decision.
51. In rare cases of serious misconduct, a student will simply be removed or expelled and this will be recorded on their file.
52. Students may be permanently excluded from Christ's Hospital for either a single incident of such magnitude that it becomes impossible for them to remain at the school, or for an escalating series of less serious misdemeanours, poor attitude, rudeness to staff or repeated failure to meet the school's academic expectations. In the latter case, parent(s)/guardian(s) will be fully informed at each stage.
53. Exclusion can come about as a result of:
- serious bullying (including online) or physical assault;
  - serious theft;
  - serious damage to property or vandalism;
  - drug-related offences (e.g. supplying drugs, whether or not for payment, possession or use of Class A drugs (first offence), possession or use of class B or C drugs (second offence), failing a drugs test after being placed on the drug testing programme);
  - sexual activity with other students;
  - persistent misbehaviour or failure to meet the school's academic expectations;
  - fraudulent use of the internet and/or breaking of the Acceptable Use Policy.
- This list is not exhaustive.
54. A decision to permanently exclude a student may only be taken by the Head.

55. Under the terms of their contract with the school, parent(s)/guardian(s) have the right to request a review of the Head's decision to expel or require the removal of a student. The contract provides information for parent(s)/guardian(s) on the review procedure.
56. Parent(s)/guardian(s)' attention is also brought to the school's Complaints Policy.

### **Confidentiality**

57. It is the policy of Christ's Hospital to keep all our student sanctions records confidential to the school. Student files are not forwarded to universities or to other schools. However, there are exceptional circumstances in which the school is obliged to disclose records of sanctions to third parties, for example, when detail from the record must be declared in a reference for an application to another school.

Author: RMJB/CXW/Relational Behaviour Working Group

Date of last review: April 2026

Date of next review: April 2028

### **Appendices:**

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| Appendix A | How to build, maintain and repair relationships that create a positive learning environment |
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## Appendix A: How to build, maintain and repair relationships that create a positive learning environment.

### 1. How to **build** relationships that create a positive learning environment

#### In the classroom:

- **Create routines:** Consistent routines signal to students that they are safe and welcome when they enter your space.
  - E.g. every lesson, greet your students as individuals, with enthusiasm.
  - Use seating plans – take time to introduce this and convey to students that it is because you are creating an environment to benefit everyone in your classroom.
  - Gain attention – pause – give instruction.
- **Be responsive:** When students demand attention, try to respond quickly and consistently. This helps them feel safe and understood.
  - Acknowledge their input while maintaining focus on the lesson topic/plan.
  - Avoid “why” questions for on-the-spot correction, they create diversion.
  - Use conditional permission – e.g. “when..., then...”.
  - Use forced choice, e.g. “you can put the phone away or on my desk.”
- **Be present:** Actively engage with your students. Your mood and the energy that you bring will impact the dynamic of your classroom.
  - Positively acknowledge contributions, offer corrective guidance.
  - Use partial agreement, e.g. maybe, but... This avoids conversations that distract.
  - Praise students by name.
  - Move around your classroom to check work, guide progress and reassure. Vary where you stand to deliver information to the class – own the room.
- **Stay calm:** Students pick up on their teachers’ emotions. Projecting an air of calm during stressful moments will help students to remain calm.

#### Examples of classroom starters

- Quiet reading.
- Forms quick quiz (LE and above).
- Cloze procedure for a previous topic and
- **Agree/disagree.** Give students statements relating to prior learning, the topic you are studying or a contentious/relevant issue in your subject. Create a human continuum – students should decide where to stand on a line of agreement.
- **Pick a question, any question!** Ask students to write down any questions they have on the topic/area you are studying. Put these into a hat and pick some out. See if the students can answer them first, and then you answer if they cannot.
- **If this is the answer, what is the question?** Give students the answers only, and they have to work out the questions.
- **Knowledge relay.** Place a page of information about the previous lessons’ learning on the board. Each student has 30 seconds to recall as much as possible before answering questions.

#### On the sports pitch

- Formal register - stand in a circle or squat/take a knee.

- At the start, briefly outline the session sequence and the aims, then refer back to this as you progress through the session.
- Through regular reference and praise of good practice, develop the CH values of kindness, inclusion, responsibility, individuality and perseverance.
- Refer to the CH Handbook 'Leading a Practical Session'.

### **In the practical classroom**

- Particularly important to establish and maintain a calm, civilized atmosphere.
- Establish a consistent method of gaining attention, e.g. hand in the air.
- Display key expectations on posters and regularly refer to them.
- Write instructions on the board so that students can refer back to them during busy, practical sessions.
- Encourage students to be responsible for the standard of behaviour in a practical session. They can act as spotters, buddies, safety officers, etc.

### **In the boarding house**

- Learn the names of all students and use them. Initially, involve the students and make them aware that you are making the effort to get to know them because caring for them matters to you. A list of photos from iSAMS is very useful.
- Although the boarding house feels like a more relaxed environment, structure and boundaries are even more essential to create a nurturing environment that feels safe for everyone. Keep in mind that all boarders have different background stories and come from homes with vastly different expectations. The expectations, standards and routines within the boarding house are the unifying principle that will create cohesion when consistently upheld, irrespective of each boarder's previous experience.
- The use of consistent terminology and stock phrases to indicate certain routines, helps to establish a feeling of familiarity, order and safety.
- When on duty, aim to be present, engaged and positive. Your presentation will have a significant impact on the boarders.
- If a boarder seeks individual attention, always outline that you need to remain available to the other boarders. If more focus is needed, arrange a scheduled time where you can talk, ideally with another adult present (HP, AHP, matron, etc.).

## 2. How to **maintain** relationships that create a positive learning environment

- **Excellent planning**
  - Adapted to the particular class/topic/environment.
  - Changing tasks to keep learning fresh.
- **Be SEND aware**
  - Understand and implement the SEND passport strategies.
  - Be vigilant for learning needs/strengths that may need additional support.
  - Use the graduated approach (see page 7).
- Maintain a playful, accepting, curious, empathetic (PACE) approach ([The Ultimate Guide to Using Dan Hughes' PACE with Children - +ProActive Approaches](#)).
- Consistently promote that you value the learning experience of every student in your care. You are managing behaviour to protect the right to learn.

- Use commendations and senior merits in a way that recognises excellence and values students' hard work.

### 3. How to **repair** relationships that create a positive learning environment

**De-escalating:** If proactive relational management is successful, de-escalation will rarely be necessary, however, it is useful to be prepared.

- Recognise the issue and try to diffuse by removing attention.
- Acknowledge the issue and set a time to discuss with the student, i.e. after lesson.
- Calmly remove the student or block them using your body as you instruct the class.
- Use a forced choice that helps the student to focus on the consequences of their actions.

### For pastoral conversations

Remember to be clear that information may need to be passed on to other appropriate adults to keep the student safe and to best support them. Using unconditional positive regard, we aim to accept and support students as individuals regardless of what they say or do. We work to correct the behaviour not the student. E.g. 'your behaviour needs to change', rather than "you need to change."

**Empathetic listening and restorative conversations** are powerful tools that allow us to model to students that we can use these strategies to work towards positive outcomes.

For empathetic listening use WINE:

- I wonder...
- I imagine...
- I notice...
- Empathise.

### Restorative conversations

The six-stage process helps us to hold restorative conversations that acknowledge what has happened from both sides and then support students to work towards a positive outcome.

- **Engagement** - facilitating a dialogue between both parties.  
*"Can you tell me what happened?"*
- **Reflection** - encouraging thoughtfulness and empathy.  
*"When the incident happened, what were you thinking?"*
- **Understanding** - gaining awareness of the harm/impact.  
*"What made you decide to do that?", "What were you expecting would happen?"*  
*"Who was affected by what happened?", "What was the impact of what happened?"*
- **Acknowledgement** - taking ownership/responsibility.  
*"Now that we have talked and listened, what are we thinking now?"*
- **Agreement arranging for the follow up** - to work towards a positive outcome.  
*"In light of what has been said, what do you think we need to do next?"*

### **Examples of on-the-spot behaviour management**

- Pre-empt and plan for good behaviour through seating plans and groupings, rigorous planning, review of previous work, regularly changing tasks, differentiation, movement, planned transitions and multi-sensory teaching.
- Quiet word – at the child's level, speak quietly and directly to reiterate the task, break it down, assume a positive response, re-outline acceptable expectations.
- Using language of choice and encouragement – 'you know that if you choose not to engage then there will be a consequence. I'd really like you to choose to engage with this task now.'
- Hand, block, redirect - physical blocking while refocusing on an example of good behaviour.
- Removing a student from the limelight or removing the stage from the student.
- Request to stay behind at the end of the lesson.
- Removal to HoD/quiet space.
- HoD intervention.

### **Final words**

In all environments, be fastidious about good manners. Lead by example, always say 'please' and 'thank you'.

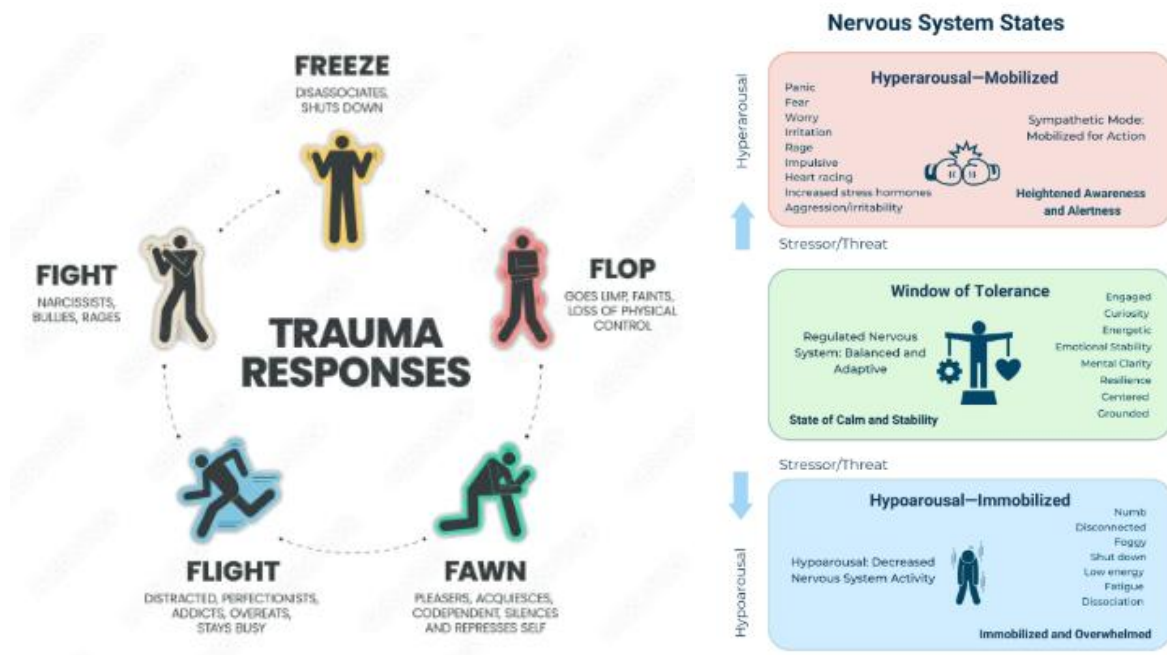
Never shout if there is not a safety issue.

C4Cs are a record of behaviour management, not a punishment. They should clearly record action taken and how it will be followed up.

## Appendix B: Behaviour as communication

All behaviour is a form of communication. The following information is designed to help you understand what a student may be experiencing that has influenced their behaviour.

If there is useful individual information that can be shared, it can be found in a student's Pastoral Passport on iSAMS.



**Hyper-arousal behaviour** – a student in hyper-arousal is in a state where all their senses are heightened. Their thoughts, emotions and sometimes bodily process are working overtime. It can be likened to being in fight or flight mode all the time although there is no present danger.

In fight or flight mode, the heart pumps harder, breathing gets deeper and faster, and all body systems work to notice and prompt the student away from the perceived danger. This feeling of flight or fight is controlled by the sympathetic nervous system (SNS). It is meant to be temporary, with the SNS releasing chemicals that send the student's brain and body into action. Once the student feels safe, their parasympathetic nervous system will help to settle things down again.

In hyper-arousal, students are not usually dealing with a threat that is right in front of them. Often the thing that has triggered a response has happened some time ago.

We can help by making a student feel safe so that they can regulate their emotions and in turn their behaviour. It is not helpful to challenge the dysregulated behaviour while the student is in hyper-arousal. This can and should be addressed later.

Common symptoms of hyper-arousal:

- constantly on the lookout for potential danger or threats;
- overthinking or worrying about things, even after a situation has been resolved;
- jumpy or easily startled/distracted/heart palpitations;
- vivid memories or flashbacks;
- sensitivity to sound, smell, texture, sights or taste;
- angry outbursts;
- trembling or shaking; and
- sweating or feeling hot.

**Hypo-arousal behaviour** - a student in hypo-arousal is in a state where their senses are numbed. This happens when their body slows down in response to overwhelming stress, as if their nervous system is saying, "This is too much; let's power down for a while." This can be seen as apathy/disinterest, fatigue, numbness or a sense of disconnection. Unwittingly, the student is conserving energy when stress becomes too much. For some students, hypo-arousal might kick in during less threatening situations, like work stress, leading to unhelpful shutdowns.

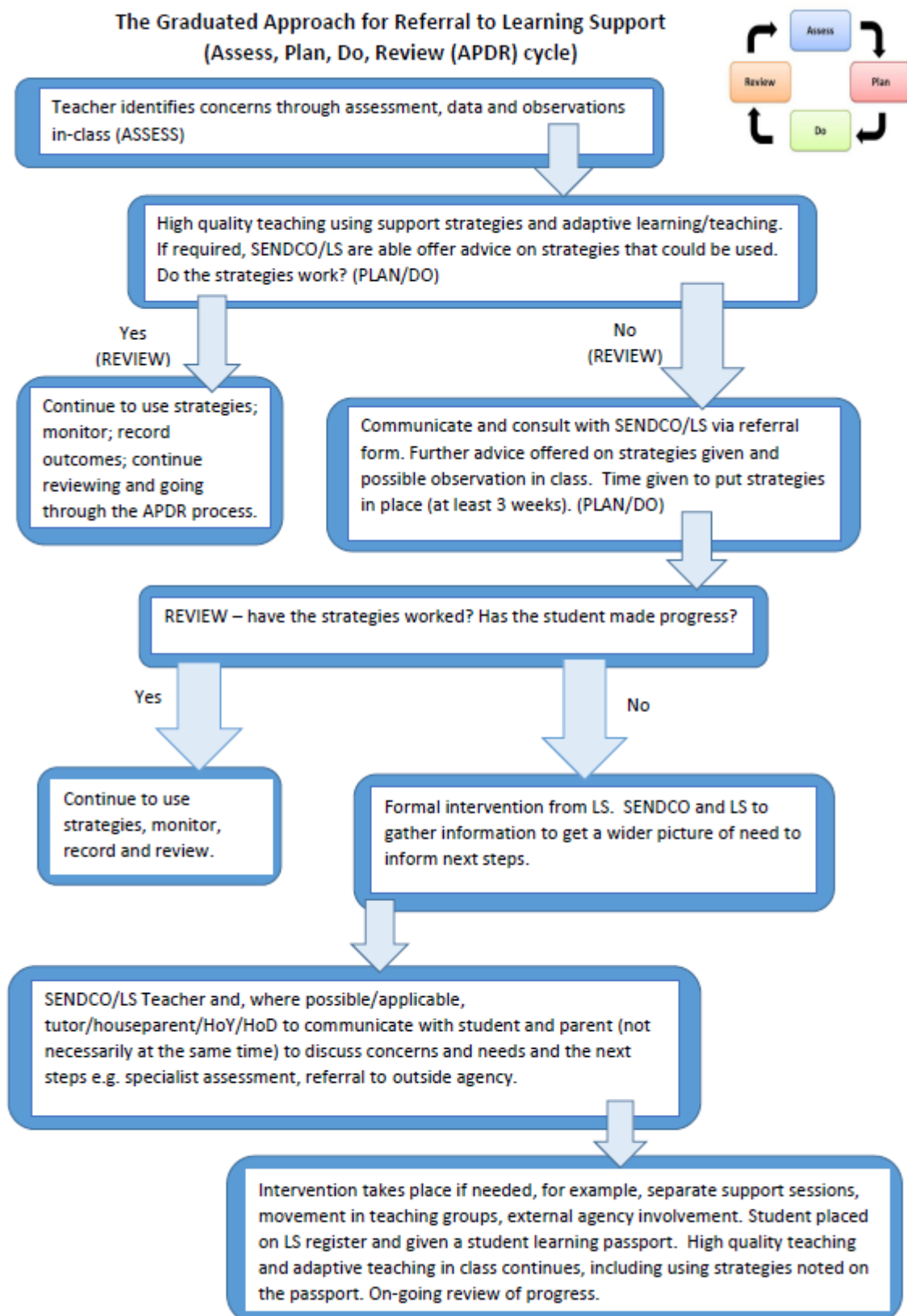
Hypo-arousal often kicks in during prolonged periods of stress, leading to feelings of being stuck or unmotivated. For instance, facing an overwhelming project might trigger a shutdown, making it difficult for a student to motivate themselves.

We can help students to recognise hypo-arousal as a temporary state, which occurs while the body attempts to manage stress. We need to help students to acknowledge that this is a normal reaction, support them to foster self-compassion and encourage strategies to expand their window of tolerance.

Common symptoms of hypo-arousal:

- brain fog;
- lack of focus;
- fatigue;
- dissociation;
- low mood;
- social isolation;
- technology addiction; and
- sensation seeking.

## Appendix C: The Learning Support Graduated Approach



## **Appendix D: Useful reading**

### **Books**

It's Never Just About the Behaviour: A holistic approach to classroom behaviour management, English, 2004, Corwin UK

The Kindness Principle: Making Relational Behaviour Management Work in Schools, Whitaker, 2001, Independent Thinking Press

Independent Thinking on Restorative Practice: Building Relationships, Improving Behaviour and Creating Stronger Communities, Finnis, 2001, Independent Thinking Press

Challenging Behaviours, O'Regan, 2006, Teachers' Pocketbook

Behaviour Management, Hook & Vass, 2011, Teachers' Pocketbook

Differentiation, Anstee, 2011, Teachers' Pocketbook

Restorative Justice, Thorsborne & Vinegrad, 2009, Teachers' Pocketbook

Smart but Scattered Teens, Dawson & Guare, 2013, The Guildford Press

Rosenshine's Principles in Action, Tom Sherrington, 2019, John Catt

When the Adults Change, Everything Changes, 2017, Paul Dix

### **Websites**

[The Ultimate Guide to Using Dan Hughes' PACE with Children - +ProActive Approaches](#)

[adverse-childhood-experiences-summary.pdf](#)

[Library | Crisis Prevention Institute \(CPI\)](#)

Beacon House [Resources](#)