



Alderman Peel High School

**Rewards
Behaviour
Uniform
Anti Racism
Anti Homophobic
Anti Bullying
Policy**

Alderman Peel High School promotes high standards of person conduct and believes that it is essential that standards of behaviour both in and out of the classroom are fully understood by everybody within the school community.

HOME/SCHOOL AGREEMENT

The School will make every effort to:

- Create a safe learning environment for our students
- Ensure that our students achieve their full potential as a valued member of the school community
- Provide a broad, balanced curriculum which offers a variety of opportunities to meet individual needs
- Achieve high standards of teaching and learning through building good relationships and developing a sense of responsibility
- Keep you informed about the School and about your child's progress through reports, parents meetings, student planners and class charts
- Promote excellent standards of attendance, behaviour and punctuality, and pride in the School
- Be open and welcoming at all times and offer opportunities for parents and carers to become involved in the daily life of the School
- Respond to your concerns effectively
- Reward students for hard work, effort, progress and achievements
- Challenge students enabling them to make excellent progress

Signed..... Principal Date.....

// We shall make every effort to:

- Ensure that my child attends school regularly, on time, in school uniform and is properly equipped
- Make the School aware of any concerns or problems that might affect my child's work or behaviour
- Support the School's policies and guidelines for behaviour
- Support my child in completing homework and regularly check the class charts and check and sign the student planner
- Support my child to participate in extra-curricular activities
- Attend meetings where I can discuss my child's progress
- Encourage my child to achieve their full potential and to value their achievements and those of others
- Express any concerns courteously

Signed..... Parent/carer Date.....

I will:

- Attend School regularly and on time
- Bring the equipment I need for lessons every day
- Dress appropriately for school following the rules regarding uniform and hair
- Follow the Student Code of Conduct (as displayed in all classrooms)
- Represent the school in a positive way (including travelling to and from school)
- Complete all my class-work and homework to the best of my ability and make full use of my student planner
- Behave in a way that encourages others to follow the school code of conduct

Signed..... Student Date.....

The School is committed to ensuring that all Students have a safe, friendly and supportive place to work. Alderman Peel High School promotes positive behaviour management.

Pupils and parents will sign this agreement prior to starting at APHS.

Every student Planner has a copy of this agreement printed in it.

REWARDS and CELEBRATING SUCCESS

We strive always to create an atmosphere which is conducive to good behaviour. Staff will do this by, leading by example, by rewarding students who conduct themselves well with praise and other forms of recognition, individually and publicly, by continually reminding students of the school code of conduct and relating actual behaviour to them and by correcting students who fail to behave according to our expectations and employing appropriate sanctions.

We operate a positive approach of reasoning and flexibility in sanctions consequent to incident that takes into consideration the individual student and the circumstances.

Either 1 or 3 achievement points can be awarded by staff as they feel appropriate

- Excellent attitude to learning
- Good work/effort
- Working well in class
- Good ideas/answer
- Good test results
- Being helpful/considerate
- House activities
- Academic achievement
- Supporting other students
- Attitude to learning
- Work in the community
- Excellent attendance

Achievement points will have a redeemable value for items such as:

- Pocket games
- Vouchers for local shops
- Vouchers for local activities
- Stationery
- Free termly reward trip

Shields and Trophies awarded each term to tutor groups and houses include:

- Best attendance
- Most achievement points
- Attitude to learning (above 1.5)
- Best attitude to learning
- Best borrowers (Library books)
- 100% attendance draw to win gift vouchers
- Various House competitions

Academic Awards Evening

Badges, trophies and certificates are awarded for effort and achievement in each subject area to successful students in all year groups. There are also special awards. Eg. Service to the school, Academic student of the Year, Exceptional Attitude to Learning

Celebration and Awards Assembly - End of each term

Certificate Evening - November

Past Year 11 students receive their GCSE certificates and a series of rewards from subject teachers for their effort, excellence and determination and celebrate their success.

Sports Celebration Evening - Spring term

For sporting effort and excellence

Other rewards may include:

Badges

Postcards to parents / carers

Letters home

Highest weekly tutor attendance reward

Annual event for those with the highest Attitude to Learning

Certificates in assembly

Clarification of Expectations. Written in consultation with staff and our School Parliament

Blazers

Must always be worn in assemblies.

Students must wear their blazers if they are cold, jumpers can be worn IN ADDITION to blazers, not instead of them

Coats, gloves, hats can be worn on top of blazers when outside the building. It is recognised the cloakroom is an area where outdoor clothing will be removed after entering.

Movement around school

Students must keep to the left in corridors and on stairs.

Planners

Students must take these to every lesson.

Inappropriate / offensive language

Will not be tolerated and is unacceptable within school, when representing the school or when wearing the school uniform.

Makeup

Makeup should be kept to a minimum to ensure it is appropriate for a place of work. It must be discrete.

All staff have the right to request make up to be removed / minimised during the school day and students must follow these instructions

Mobile phones

MUST not be seen or heard on the school site without permission from a member of staff. The bus queues are ON SITE.

Eating Areas

Pupils can eat in the canteen, hall and outside unless there is specific permission from a member of staff (Eg during a revision session outside of normal teaching hours)

Canteen

During busy times a one-way system in the canteen will be implemented. Students MUST follow the instructions of all staff.

Chewing Gum

Not permitted in school

Going to the toilet

Pupils should go to the toilet at break and lunchtimes to avoid missing learning and lesson disruption. Pupils can be allowed to go at the teachers' discretion or for medical reasons.

Drinks in class

Pupils are NOT ALLOWED hot drinks in classrooms.

The Right to Sanction

All teachers and other staff in charge of students have the power to discipline. Section 91 of the Education and Inspections Act 2006 introduced a statutory power for teachers and certain other staff to discipline students. At Alderman Peel High School, the following disciplinary measures are operational:

The '3 STRIKE' SYSTEM

This system is implemented in every classroom and is designed to allow the student to make the right decision about his/her behaviour before it escalates and warrants a sanction.

The system allows for a whole school consistent approach, and also allows staff discretion when dealing with specific incidents. It is based around the idea of enabling students to remain in the classroom against providing an environment where everyone can learn and not be disrupted by negative behaviour.

If a student is removed from lessons or self-removes, they must fill in a Reflection sheet, to allow them to consider their behaviour and how to improve this in the future. Removal will also result in an after school detention.

Strike 1- Reminder about expectations

Strike 2- Name on board, first official warning, logged on SIMs

Strike 3- Leadership Team member called for support and possible removal

Regulating Students' Conduct and Disciplining them for Misbehaviour Outside of the School Premises

Sanctions will apply to students who misbehave on the way to or from school, outside the school gates or otherwise in close proximity to the school. Action would be taken against any student who was verbally abusing members of the public on a bus on the way to or from school.

If someone causes any distress to the bus driver on his/her journey to and from school, they should expect to be banned from using the bus for an agreed length of time (often two weeks). Parents/carers would be notified of this in advance. If poor behaviour continues a permanent ban may be issued.

Any actions that would bring the school into disrepute including on Social Media.

Sanctions will apply if misbehaviour takes place on Work Experience or whilst the student was taking part in an event or course as part of a school programme.

The school will apply sanctions if a student misbehaves whilst representing the school in a sports event with another school or any other event which might affect the chance of opportunities being offered to other students in the future.

Action would be taken by the school if a student harassed a member of staff or student off school premises, including through the internet.

Uniform

It is the policy of the school that uniform should be worn by all students throughout Years 7-11. The uniform supports the ethos of the school and helps to instil discipline and pride in appearance in students. The standard uniform is set out below:

School Wear

- Blue blazer with embroidered badge *
- White formal shirt (tucked in, collar fastened)
- Tie *
- Black trousers (not tight fitting and no leggings, jeans or chinos)
- Black skirt (must be knee length, no jersey or clingy material)
- Plain black socks or tights
- Black sturdy shoes (not trainers, mules, canvas, ugg, converse or vans)

- Plain external coat (no hoodies)
- Hair must be a natural colour and of an appropriate style (e.g. no shaved patterns, motifs)

Sports Kit - NOT to be worn around school without express permission from a member of staff

- White polo shirt with collar (girls) *
- White round necked T shirt (boys) *
- Navy blue shorts (both) *
- Navy blue Rugby shirt *
- Navy blue sports socks with sky trim *
- Trainers - indoor and outdoor (not fashion pumps)
- Black/navy (preferred) swimming costume/trunks, hat and towel
- Football boots/moulds
- Black/navy tracksuit bottoms
- Hoodie (navy) *
- Additional extras e.g. Compulsory - shin pads, mouth guards

Jewellery

- 1 small earring in each ear (max) - no other body or face piercings allowed
- Small chain necklace
- One ring on each hand
- Charity bracelet
- Watch

All jewellery must be removed for PE lessons

Equipment

- School bag
- 2 Black/blue pens
- Purple pen
- Pencil
- Rubber
- Ruler
- Calculator
- Books as and when required

**Selected school uniform and sports kit is for sale from Alderman Peel High School Reception*

Bullying

Definition of a bully:

“a person who habitually seeks to harm or intimidate those whom they perceive as vulnerable”

Every child has a right to learn in a safe environment, free from harassment and bullying. Bullying is something we all need to take very seriously. It is a deliberately hurtful act, which is repeated often, over a period of time. It causes pain and distress to the victim. Bullies find ways to control others and the targets of bullying feel powerless to change the situation or defend themselves. Bullying can have a long-term effect on educational, emotional and social development.

There are four main types of bullying:

- Physical - hitting, spitting, taking possessions
- Verbal - name calling, teasing, making abusive comments
- Indirect - spreading nasty stories
- Cyber - texting, emails, social network messages

Everyone - staff, pupils, parents/carers and members of the community - has a role to play to stop bullying. We know that children with SEN or disabilities are much more likely to be bullied than other children, so it is very important to be alert for any signs that bullying is taking place.

Anti-Bullying

Students

If you are being bullied in School:

- Talk to an adult in Pastoral that you trust, taking a friend if it helps
- Don't listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong - they are
- You will be taken seriously
- If you are bullied electronically, keep all messages and e-mails to report to the Police

If you see someone being bullied at School:

- The best thing you can do to help is talk to someone
- Do not listen to the bully when they say that you will be in trouble if you talk to someone. You are not doing anything wrong - they are

Parents/carers

If your child is being bullied or is bullying in School:

- We can help
- Contact the School and ask to speak to the Pastoral Department
- Talk over the problem with the team. Be sure of your facts. In particular, students who are being bullied can become upset, anxious and confused about what has actually happened
- Do not let your child talk you out of contacting School. If the problem is to be solved, you need to be open

To combat electronic bullying, ensure that your child is careful about whom they give their mobile phone number and e-mail address to and which Social Media Apps they are using.

Racism

The belief that all members of each race possess characteristics, abilities, or qualities specific to that race, especially so as to distinguish it as inferior or superior to another race or races.

Homophobia

Homophobia is the dislike of or prejudice against homosexual people.

Anti-transgender/transsexual behaviour

Anti-transgender behaviour is prejudice relating to a person whose self-identity does not conform unambiguously to conventional notions of male or female gender.

Anti-transsexual behaviour is prejudice shown against a person who emotionally and physically feels that they belong to the opposite sex.

Bullying, Racism, Homophobia and Anti-transgender/transsexual Behaviour at Alderman Peel High School will not be tolerated. (see the Guidelines for sanctions included in this policy)

After School Detention with Pastoral

This will happen on Monday and Tuesdays after school from 3-3.50pm. This will be run by the Pastoral Team. The detention can only be allocated by the Pastoral Team and can be allocated and viewed on SIMS.

Possible reasons for After School detentions are:

- Major disruption to learning - removal from class, persistent disruption
- Anti-social behaviour
- Poor conduct in Social Time
- Attendance - late arrival to school

After this sanction, the next step will be **Internal Exclusion.**

Consultation

Student Voice

The consultation of students is an important recent duty which reflects children's rights under Article 12 of the United Nations Convention on the Right of the Child. It will also help us to meet the National Healthy School's Standard criteria on allowing children a voice in matters that affect them.

- It is our policy to regularly involve students in the appointment of new teaching staff
- We aim to seek student opinion from whole year groups from time to time over both pastoral and academic issues
- We have an elected student parliament that meets every fortnight
- We carry out year reviews to ascertain students' perceptions
- We ask students to complete subject questionnaires to assess pupil engagement in lessons

Parents/Carers

We firmly believe that consultation with parents/carers is important. We will seek the views of our parents/carers at regular intervals. We aim to ask, by means of questionnaires, the opinions of our

parents/carers on how effective they think we are in a range of critical areas. The Senior Leadership Team will carefully evaluate the responses and if appropriate, steps will be taken to ensure that our standards remain at optimum levels.

Use of Force

Section 93 of the Education and Inspections Act 2006 enables school staff to use such force as is reasonable in the circumstances to prevent a student from doing, or continuing to do, any of the following:

- Committing any offence (or, for a student under the age of criminal responsibility, what would be an offence for an older student);
- Causing personal injury to, or damage to the property of, any student (including the student himself); or
- Prejudicing the maintenance of good order and discipline at the school or among student receiving education at the school, whether during a teaching session or otherwise

The staff to which this power applies are defined in section 95 of the Act. They are:

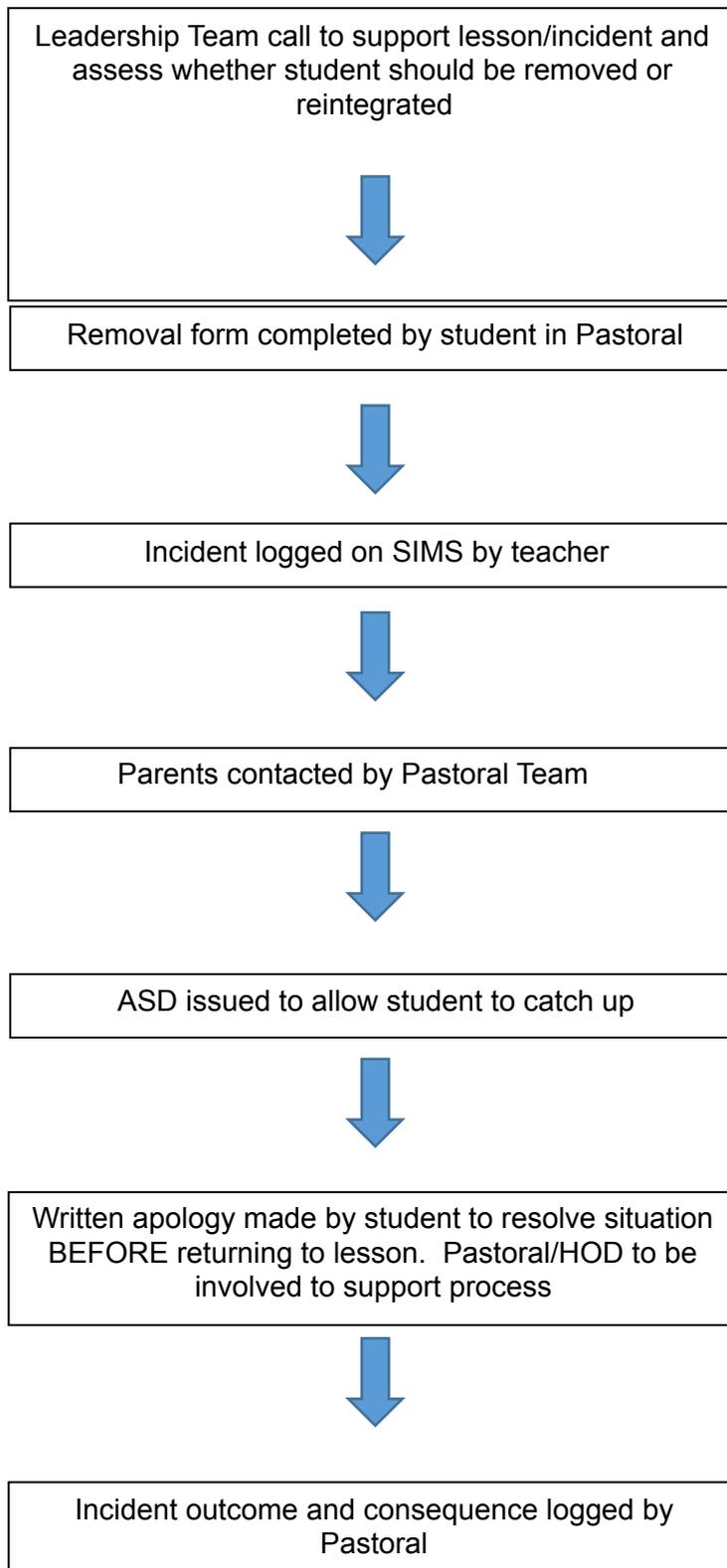
- Any teacher who works at the school, and
- Any other person whom the Principal has authorised to have control or charge of students. This
 - (i) Includes support staff whose job normally includes supervising students such as teaching assistants, learning support assistants, learning mentors and lunchtime supervisors
 - (ii) Can also include people to whom the Principal has given temporary authorisation to have control or charge of students such as paid members of staff whose job does not normally involve supervising students (for example catering or premises- related staff) and unpaid volunteers (or example parents accompanying students on school organised visits)
 - (iii) Does not include prefects

Summary of poor behaviour and potential consequences.

- Please note that this list is a GUIDE and individual circumstances MAY be taken into consideration resulting in a more severe consequence being applied.
- Persistent breaches will result in an escalation to the next category and consequence.
- Students who do not meet expectations may not be allowed to attend non (curriculum) essential visits or trips. There will be NO refund.
- Non-compliance relevant to a category will result in escalation to the next category

<p>Category 5 - 5 Points</p> <ul style="list-style-type: none"> • In possession of drug or drug use equipment • Under the influence of drugs or alcohol • Supplying drugs • Dangerous behaviour, assault / fighting • Weapon in school • Persistent poor behaviour while on a Personal Support Plan 	<p>Likely Consequence</p> <ul style="list-style-type: none"> • Permanent exclusion • Police informed • Parents contacted
<p>Category 4 - 4 points</p> <ul style="list-style-type: none"> • Bullying • Damage to property or equipment • Swearing at adults • Racist / homophobic behaviour • Poor behaviour while on a PSP or BSA • Smoking • Bringing the school into disrepute • Persistent / repeated C3 offences 	<p>Likely Consequence</p> <ul style="list-style-type: none"> • Fixed term exclusion • Police informed as appropriate • Parents contacted by Pastoral Staff
<p>Category 3 - 3 Points</p> <ul style="list-style-type: none"> • Poor conduct on buses • Rudeness or swearing • Truancy • Poor behaviour while on a PSP or BSA • Refusing to give an adult mobile phone • FIRST TIME EVERY TIME Refusing to follow instructions 	<p>Likely Consequence</p> <ul style="list-style-type: none"> • Isolation • Parents contacted by Pastoral Staff
<p>Category 2 - 2 Points</p> <ul style="list-style-type: none"> • Major disruption to learning - removal from class • Anti-social behaviour, poor conduct in Social Time • Attendance - late arrival to school • Use of mobile phone during school hours • Strike 3 - recorded on SIMs • Low Attitude to Learning Score across subjects • Confiscated item 	<p>Likely Consequence</p> <ul style="list-style-type: none"> • Pastoral detention • Parents contacted by Pastoral Staff • Report • Behaviour Support Agreement • Phone confiscated until the end of the day
<p>Head of Department consequences and support to improve will be implemented at this stage as required.</p>	
<p>Category 1 - 1 Point</p> <ul style="list-style-type: none"> • Uniform infringements • Lateness to class • Dropping litter • Chewing gum • Lack of equipment • Incomplete homework • Homework not completed to the appropriate standard • Disruption to learning • Poor attitude to learning • Strike 1 • Strike 2 - recorded on SIMs 	<p>Likely Consequence</p> <p>RESPONSIBILITY OF ALL STAFF</p> <ul style="list-style-type: none"> • Discuss issues with student • Reprimand student • Redo homework if not at the expected quality • Keep student in at break or lunch • Parents contacted by teachers / text • Parents asked to attend a meeting at school • Recorded on SIMs

APHS Behaviour Procedure – Removal from lessons



Pastoral Behaviour Flowchart

Identify student poor behaviour via weekly behaviour report

And Staff feedback

(Pastoral)



One to one meeting with student - Monitor 3 days

(Pastoral)



Pastoral Report - 8 days - Monitor

(Pastoral)



Behaviour Support Agreement

Invite Parent/student to discuss behaviour - Complete a BSA

Signed by Parent/carer, student and APHS setting guidelines for expectation - review date for next meeting. Discuss process based on no improvement a PSP and meeting with Principal/LT. Issue to all staff for information

(Pastoral)



Review Behaviour Support Agreement with parent/student

(Pastoral)

No Improvement



Personal support plan

Pastoral / Principal / LT



Fixed Term Exclusions

Permanent Exclusion

Appendix 1

Behaviour Management: A Bill Rogers Top 10

Tom Sherrington

Without doubt the greatest personal challenge I've faced as a teacher was moving from the Sixth Form college in Wigan where I started teaching, to Holland Park School in London in my mid-20s. Having established the idea in my mind that I was a pretty good teacher, it was a massive shock to discover that in

my new context, I was a novice. It was humbling. To begin with I struggled just to get a class to listen (suffering routine humiliation at the hands of a certain Year 9 class) and I went through a terrible phase (2-3years?) of being an appalling shouter, regularly losing my temper and committing various teacher atrocities (such as throwing a student's book down the stairwell and telling him to get out and never come back at the top of my voice...). I got better, grew up a bit and learned how to manage my emotions and to always be the adult in the room. But it was hard.

Later I discovered the seminal [Bill Rogers' video series](#) and watched them back-to-back. Oh, why hadn't I seen these sooner!?! No contest, from all the CPD I've ever engaged with, these videos have had by far the greatest influence on me and my philosophy of teaching.

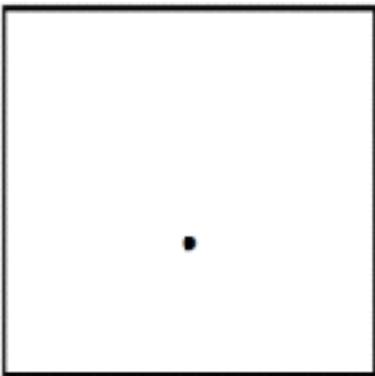
The series titles give a flavour of the Bill Rogers approach:

- **Positive Correction:** the basic premise that teachers and schools should adopt a non-confrontational approach to discipline, based on positive teacher-student relationships, respect for the dignity and rights of individuals, choices about consequences of behaviour and encouragement for student self-discipline.
- **Prevention:** planning for good behaviour; teaching the routines and the rules.
- **Consequences:** have a clear structure that students understand and use to inform the choices they make.
- **Repair & Rebuild:** the imperative to work hard to build and repair the damage that is done when things don't work out.

I can't do justice to it all in one post, but here are my highlights.

Top Ten Ideas from Bill Rogers

1. The Black Dot in the White Square:



The Black Dot in a White Square: What do you focus on?

It is often necessary to get class or individual behaviour into perspective in order to maintain a positive atmosphere in the class. In Bill Rogers' model, the black dot represents the negative, disruptive behaviour of certain individuals or the class as a whole; the white square represents the positive behaviour of the majority or the normally good behaviour of an individual. By focusing on the black dot, we are forgetting the white square. This illustrates the need to keep things in perspective and helps to avoid using sweeping statements that can harm positive working relationships

- The class is awful
- The group never works sensibly
- The student is unable to behave
- Everyone is being too noisy

This thinking made me realise I was one who would pick up on the late-comers, the noise makers and the students off-task, at the expense of reinforcing the good behaviour of the majority. Is so much healthier for all concerned to swap that around. I find it applies to homework too... focus on the bits you get in, rather than the ones you don't.

2. Using Positive Language

This is so simple but packs a punch. Instead of "will you stop talking" you say "I'd like everyone listening, please". Instead of "John, stop turning around and distracting Mike" you say "John, I'd like you facing this way and getting on with your work... thanks."

After watching Bill Rogers, I found myself saying 'thanks' all the time.. and it makes a difference.

3. Choice direction and 'when...then'

Classic parenting techniques that work brilliantly.

- Jamil, you can either work quietly by yourself or you can come up and sit with me,
- James, you can go next door to work with Mr Anderson or you can work sensibly with Andy as I've asked.
- Richard, you can do exactly what I've asked or get a C3 detention as you were warned earlier.
- When you have finished tidying up your area... then you can sit wherever you want....

This works so much better than crude belligerent 'do what I say' command language.

4. Pause Direction

Students are in the bubble of their own a lot of the time. Just because you start talking, doesn't mean they hear you. Make a deliberate pause between gaining a student's attention and a direction to ensure they have had sufficient 'take up' time. Eg. "Michael pause...David...pause...could you face this way and listen, thanks".

You gain their attention, with eye contact, before you say what you want to say. Try it....

5. Take-up Time:

This avoids the horrific teacher domineering – "come here Boy!" nonsense. Simply, "Michael...(pause to gain attention)... come up here a sec please." Then deliberately look away... talk to someone else. Michael will come. He just will. In his own time. It works – try it. It also works in the corridor. "John, come over here for sec please... then walk away to a private area, away from peers. John will follow – and not lose face." You can then have a quiet word about the behaviour without the show-down.

6. 'You establish what you establish'

This refers to the establishment phase with a new class. Right from the start, anything you allow becomes established as allowed; and anything you challenge is established as unacceptable. The classic is noise level and off-task talking. If you do not challenge students who talk while others talk, you establish that this OK; it is no good getting bothered about it later... Similarly with noise level. If you ask for 'silence' and then accept a general hubbub – then your message is 'silence means general hubbub'. If you want silence – you have to insist on it. Bill Rogers is great on this whole area of planning for behaviour; investing time in setting up routines – a signal for attention, how you come in and out of the classroom, the noise level. Talk about it explicitly and reinforce it regularly. The start of a new term is a good time.

At any point, if you are not happy with the behaviour in your lessons, you have to address it explicitly. Otherwise, the message is that you accept it.

7. Teacher Styles

- Don't be an *Indecisive teacher*: hoping for compliance but not insisting; being timid in the face of a challenge; pleading not directing.

- Don't be the opposite: *an Autocratic teacher* : using a power relationships to demand compliance without any room for choice. (No-one likes or wants a bullying teacher.)
- Be an *Assertive teacher*: This teacher *expects compliance* but refuses to rely on power or role status to gain respect. The teacher plans for discipline, uses clear, firm direction and correction, but acts respectfully, keeping the aims of discipline clearly in mind.

In all honesty, the most common problem 'weak teachers' have, in my experience, is that they are not assertive enough; it is their Achilles heel. The tough part is that this comes with experience for many. I have learned to be assertive without being autocratic...and actually that is easier than learning to be assertive if you're not. But you have no choice – it is a key teacher skill that needs to be worked on.

8. Controlled severity – but where certainty matters more than the severity

Most great teachers establish very clear boundaries. How? Well, usually, this happens through the occasional dose of 'controlled severity'. A sharper, harder corrective tone that conveys: "No! You will not do that –EVER!" Followed quickly by a return to the normal friendly, warm tone. Ideally, the simple sharp reprimand is all that is needed – that cross tone that says: "I still love you dearly, but you know that is beyond the boundary and you know I will not tolerate it again". Most teachers regarded as 'good with discipline' only need to use the severe tone occasionally – because it works and the class remembers.

As with parenting, the art is getting the balance: not overused or generated from real anger – thus desensitising children OR under-used and ineffectual. In both of these cases the boundaries are hit constantly because there is uncertainty about where the boundaries are. With good 'controlled severity' the boundary is not hit so often –because the kids know exactly what will happen. Like a low voltage electric fence! You know where it is, without nagging or constant negotiation, and you know exactly what happens if you touch it – so you don't go there. The key is that the consequence is certain to happen – not the level of severity. Teachers who can never sound cross often struggle. Similarly, teachers who allow genuine anger to build up – also struggle; these are the shouters (note to younger self.) Worst of all are teachers who shout but then don't follow up with the consequences. All these groups need to seek help and get help.

9. Partial agreement (aka being the Grown-up)

Bill Rogers has a strong line on teachers being able to model the behaviour they expect. This includes not wanting the last word. **Partial Agreement** is an essential strategy for avoiding or resolving conflict. It means teachers not trying to have the last word, or asserting their power in a situation when a student disputes their judgement.

- Student : "I wasn't talking, I was doing my work"
- Teacher : "OK, Maybe you were but now I want you to press on to finish the task.
- Student: "It wasn't me... it's not mine... I didn't do anything"
- Teacher: "Maybe not – but we're all clear on the rules about that aren't we..and I'd like you to help me out next time, Thanks. "

The focus is on the primary behaviour, giving students take up time and a choice about consequences. Expecting compliance is key but we should not regard 'giving in' as a sign of weakness. Communicating to students that you may be wrong is an important part of building relationships whilst maintaining your authority. My pet hate is a teacher who wants his pound of flesh; is uncompromising and moans about kids 'getting away with it'. It never ever helps. (This is where I find the concept of Emotional Intelligence helpful...some teachers simply cannot bear it when asked to give ground; it is a problem they need help to recognise.)

10: Behaviour Management is an emotional issue

The overriding message that I took from Bill Rogers is to recognise explicitly that behaviour is about emotions and associated traits: confidence, self esteem, peer relationships, group acceptance, empathy, belonging, resilience, .. and all the opposites. Crucially, this is for the teacher and the students. There is just

no excuse for an angry outburst that has no resolution; for forcing a child into an emotional corner through power or using sarcasm to humiliate. We are the adults. BUT –we are human and we sometimes fail to manage. Sometimes, things go wrong and as teachers we put ourselves on the line emotionally all day. No other job is like that – where you risk being burned by a teenager just because you ask them to do some work. So, Bill Rogers urges us to acknowledge our emotions – and, for me, this helped hugely.

If you do ‘lose it’... acknowledge it.. “I am angry because....”; “I am raising my voice now because I’m so frustrated...” And then, after a cool-off, as soon as you can, model the behaviour you want to – calm, measured, warm, encouraging and showing you care. ‘Repair and Rebuild’ is a great concept. Sometimes, the trick is to take the most difficult student aside, away from a lesson and build up a rapport so that they see you as human – and you see them as more than just a naughty brat.

As with all these things, it is a question of assimilating the philosophy, practicing the strategies and changing habits over time. It takes time. But I wish I’d met Bill a lot sooner than I did!