

St Mary's College

Pastoral Handbook

Policies

And

Procedures

Section 1

Mission Statement And Policy Principles

PASTORAL HANDBOOK

Section 1

MISSION STATEMENT

"Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself"

(Mk 12:30-31)

St Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

Our religious life is rooted in the faith, practice and moral teaching of the Roman Catholic Church.

Each person on our community is specially valued and has an important part to play in making sure that we live out our mission.

WELCOME TO ST MARY'S COLLEGE

St. Mary's College aims to build a community based on gospel values whereby through learning, playing and praying together we will grow in knowledge and love of Jesus Christ and an understanding of God's will for humankind. We also uphold our motto that it is through Mary, our Patroness, that we will find the surest route to the Father through her son Jesus, inspired by the promoting of the Holy Spirit.

It is crucial that the fundamental foundation stone rests on lived gospel values, promoted first through the liturgical celebrations, through the pastoral community life of each year group, the work of the College Chaplains and specifically through the teaching associated with religious education.

This is a Roman Catholic school, and all rites and ceremonies are of that Church. The practice of the Catholic faith is fundamental in the whole school life.

BEHAVIOUR AND DISCIPLINE POLICY PRINCIPLES

At St Mary's College we aim to create and maintain an environment and a code of behaviour which promote and secure good teaching, effective learning, high standards of achievement, good behaviour and discipline. This community aims are based on Gospel values whereby through learning, playing and praying together we will grow in a knowledge and love of Jesus Christ and an understanding of Gods will for humankind. Our distinctive Catholic identity, seeks to ensure the development of all students' spiritual, moral and academic potential, based on its commitment to Christ and his teachings..

Section 2

Behaviour

And

Discipline

Policy Introduction

St. Mary's College

Behaviour and Discipline

Policy

Introduction

Good discipline depends on mutual respect between pupil and teacher; it makes for an orderly, happy atmosphere in the classroom and school. A firm but reasonable and fair approach foster it and it is easier to enforce if lessons are interesting, relevant and well prepared. All staff are responsible for the ethos of the school, which should be such that offensive behaviour is unthinkable. Staff should not underestimate the effect of high expectations and of good example on the pupils.

All staff should insist on pupils being neat and tidy, well mannered and well-behaved. Correct uniform or appropriate kit should be worn. All staff are responsible for standards of order and tidiness in the school. Staff promote good work and helpful attitudes by approving comments, displays or work and a generally positive approach. Children should be spoken to in a courteous manner. Shouting is rarely effective. Christian names should be used for all children.

Each department should have a clear, agreed procedure for:

- Ensuring classroom code is followed
- Dealing with 'low-level disruption
- Awarding Merits and Commendations
- Recording subject teacher referrals to Head of Department
- Referring persistent problems to HOY via HOD
- Complete C Forms to keep HOY informed

In case of persistent problems the referral form will be used to log relevant information on the database.

If incidents are serious the HOY will take and collate statements from students and staff and report to Senior Link and if necessary to the Assistant Headteacher. Assistant Headteacher will discuss with the Headteacher if exclusion may be warranted,

A request to isolate a student should be referred to Assistant Headteacher via HOY only.

A request to refer students for Behavioural Support/External Agencies should be made to the HOY.

The objective is consistency and clarity. All staff are managers of behaviour. The more students are managed in similar ways, the more effective our efforts will be.

Please ensure that you are familiar with power point on Every Child Matters folder in the staff shared area re behaviour consisting Model.

Behaviour and Discipline Policy

SCHOOL MISSION STATEMENT

"Love God with all your heart, with all your soul, with all your mind and with all your strength and love your neighbour as you love yourself"
(Mk 12:30-31)

St Mary's RC Sports College exists to help parents and carers to educate young people spiritually, morally, physically and academically as well as possible.

We aim to be a truly Christian community, where our relationships are built on encouragement, concern, respect, forgiveness and reconciliation.

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Each person on our community is specially valued and has an important part to play in making sure that we live out our mission.

1. Further Principles

Good behaviour is the foundation to high quality teaching and learning. Students should be able to develop and work in an atmosphere of trust, tolerance, security and openness where positive relationships and achievements are celebrated within the school and wider community.

The school will promote good behaviour and Christian conduct by the example of its staff and by its commitment to:

- High expectations and the search for all-round excellence
- The uniqueness of the individual
- The significance of community
- The practice of forgiveness, reconciliation and therefore justice
- The belief that young people have a strong natural sense of justice and appreciate a sense of order in which there are clear parameters.
- Challenging poor behaviour and appropriate values

Whilst the punishment of children is necessary at times, the school believes that good behaviour is secured also through praise and encouragement.

2. Aims

2.1 The Behaviour Policy aims to:

- Acknowledge good behaviour
- Help to motivate students
- Encourage students to value and respect themselves and others
- Be applied consistently by all staff
- Encourage self-discipline and personal responsibility
- Encourage a caring and considerate attitude to others

2.2 The Policy will be succeeding when:

- All staff consistency apply the Policy
- Students understand and have respect for the Policy
- Students value the acknowledgement of their successes
- Students understand and accept disciplinary measures
- Staff and students treat each other with courtesy and respect

3. Positive Behaviour Management

A system of positive behaviour management will be effective when:

- There is an increase in the numbers of students seeking rewards, which are genuine, deserved and specific.
- Students understand a range of appropriate rewards and sanctions
- Staff consistently praise and reward good behaviour
- All staff consistently applied school sanctions

4. Staff

4.1 All staff will be succeeding in implementing the Behaviour Policy when:

- They take individual responsibility for classroom behaviour problems (excepting severe misdemeanours)
- Responsibility for behaviour problems out of the classroom is shared
- The Policy is consistently and fairly applied
- They can administer rewards and sanctions effectively

4.2 Staff with Pastoral responsibilities will be succeeding when:

- Criteria for referral are following by all staff
- Staff seek support and guidance on behaviour management
- Support and advice is provided in acute situations
- Communications with other staff is prompt - statements/follow-ups
- Leadership is demonstrated in discipline, support, worship and prayer

5. Students

The School's Behaviour Policy will be succeeding when:

- Students value the policy by recognising that it serves their needs and the needs of the school and community at large.
- Students comply with classroom rules
- Students behave with courtesy and respect
- Students make positive contributions to the school community
- Students seek and receive support and guidance

6. Positive Reinforcement

A system of positive reinforcement for good behaviour will be succeeding when:

- Good behaviour is consistently rewarded by staff
- Students achievements are publicly acknowledged
- Students show that they value praise
- There is a graded system of rewards

SEE APPENDIX

7. Sanctions

The policy will be succeeding when:

- There is a graded system of reprimands and sanctions consistently applied by all staff
- Reprimands and sanctions decline.
- Students, staff and parents recognise that the system of reprimands and sanctions is appropriate.

SEE APPENDIX

8. Pastoral Referrals

The system of referral will be succeeding when:

- The system for referral is followed by all staff (subject teacher - Head of Department - Head of Year - Assistant Headteacher - Deputy Headteacher)
- Referrals are made for serious misdemeanours only and/or counselling and guidance

9. Classroom Management

The staff at school will be succeeding when:

- Every teacher's classroom management reflects the school's Behaviour and Discipline Policy
- Classroom rules are explained, negotiated and understood

- The layout of classrooms and the allocation of resources enhances teaching and learning
- Incidents of classroom disruption diminish
- Staff can identify the exact source of disruption
- Training is sought by individual staff to improve disciplinary practice.

10. Bullying

An effective system of prevention of bullying will be succeeding when:

- Incidents of bullying are identified promptly by staff
- Students feel confident to report bullying to any member of staff
- The School's policy on Bullying is followed by all staff
- Classroom strategies are used to enhance the understanding of bullying, its effects and preventative strategies.

11. Equality

The Behaviour Policy will be consistent with the Equal Opportunities Policy

12. Links with External Agencies

In terms of behaviour and discipline the school will be succeeding when:

- Referrals conform to the procedures laid down by agencies
- Support services understand and support the Behaviour policy of the school
- The community believes that the school deals effectively with behaviour issues

13. Links with Parents

The school will be succeeding when:

- Parents express confidence in the School's Behaviour Policy
- Governors and parents are involved in supporting and maintaining good practice throughout the school
- There is an effective system of communication between staff and parents on behaviour issues
- In situation involving the use of school sanctions, parents are contacted promptly and discreetly
- Opportunities are provided for meetings with parents as individuals or as groups
- Arrangements are made by Pastoral Staff to discuss behavioural issues

14. Monitoring and Evaluation

Effective monitoring and evaluation of the school's Behaviour Policy will be taking place when:

- All staff can be observed consistently applying the school's Behaviour Policy
- The school establishes a system for monitoring the effect of the policy on behavioural issues across the whole school
- Instances of exclusion diminish
- Aspects of the Policy are evaluated and reviewed on a regular basis

Section 3

Referrals
And
Responses Procedures

St. Mary's College

Referrals and Response

Procedures

Pastoral Response Principles

Heads of year will:

- Encourage and monitor use of classroom code
- Develop staff expertise in addressing pastoral - related behaviour issues
- Apply pastoral solutions to behaviour and attendance issues
- Lead the Year Team to ensure that the teaching of expected behaviour and attendance is integrated in registration, citizenship and PSHE education
- Ensure pastoral delivery and content engages pupils
- Ensure appropriate behaviour is rewarded and praised consistently
- Allocates time to discuss Pastoral Behaviour responses in Curriculum Time (attendance statistics, equipment, uniform, merits, c-forms).

Departmental Response Principles

Heads of Department will:

- Encourage and monitor use of classroom code
- Develop staff expertise in addressing subject-related behaviour issues
- Apply departmental solutions to behaviour and attendance issues
- Lead the department to ensure that the teaching of expected behaviour and attendance is integrated within lessons and demonstrates progression across the phases
- Ensure curriculum content, design and delivery engages pupils
- Ensure appropriate behaviour is rewarded and praised consistently
- Allocate time to discuss Departmental Behaviour responses in Curriculum time (How many c-forms?, How many red cards?, How many merits?).

Pastoral Response to Dealing With Behaviour

CONSISTENCY MODEL

Behaviour	Action
Lateness	<ul style="list-style-type: none"> - Reprimand, remind of classroom code - Log on BROMCOM - Late detention generated for minutes and 15 minutes
Lack of Equipment	<ul style="list-style-type: none"> - Reprimand - Log on BROMCOM - Purchase from year office/logged <p>If persistent HOY to send a letter to parent</p>
Not in uniform	<ul style="list-style-type: none"> - Reprimand - Log on BROMCOM - Report to HOY office, slip generated - logged - parental contact <p>If persistent - Parental interview</p>
Disrespectful behaviour	<ul style="list-style-type: none"> - Reprimand, remind of classroom code - Move seat - Yellow card → C form → HOY → Detention <p>If persistent, referral to Assistant Headteacher - Behaviour</p>

Departmental Response to Dealing With Behaviour

CONSISTENCY MODEL

Behaviour	Action
Lateness	<ul style="list-style-type: none"> - Reprimand, remind of classroom code - Log on BROMCOM
Persistent lateness	<ul style="list-style-type: none"> - Severe reprimand, remind of Classroom code - Log on BROMCOM → C Form - 3 lates - Department Detention → C Form
Poor work / Effort	<ul style="list-style-type: none"> - Private reprimand - Move of seat - C Form → H.O.D. → <ul style="list-style-type: none"> 1st response letter to parents 2nd response department detention 3rd response HOY referral
Continued Poor work / Effort (Deteriorating)	<ul style="list-style-type: none"> - Private severe reprimand - Move seat - C Form → HOD <ul style="list-style-type: none"> → put on departmental Report → 1st response letter to parents → 2nd response department detention → 3rd response HOY referral
Missing work / Missing homework	<ul style="list-style-type: none"> - C Form to HOD <ul style="list-style-type: none"> → 1st response - Detention If persistent referral to HOY → Homework report

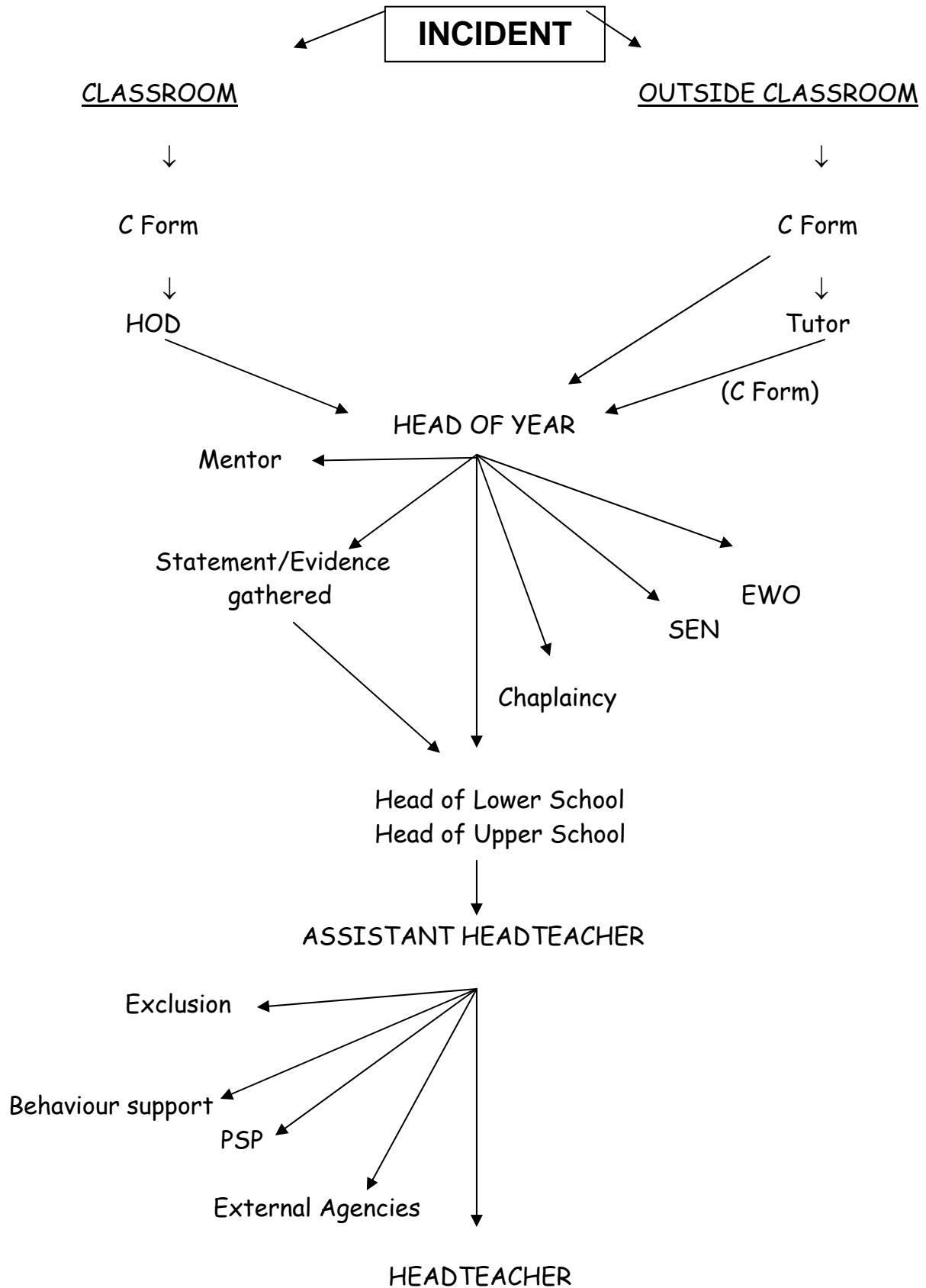
<p>Disrespectful Behaviour</p>	<ul style="list-style-type: none"> - Reprimand, remind of classroom code - Move seat - Yellow card if continues → C Form HOD → Detention <p>If persistent, referral to HOY</p>
<p>Lack of equipment</p>	<ul style="list-style-type: none"> - Logged in BROMCOM - If reoccurring, C Form → HOD <p>If persistent, referral to HOY</p>
<p>Minor disruption</p>	<ul style="list-style-type: none"> - Yellow card - C Form → HOD → 1st response detention
<p>Major disruption</p>	<p>RED CARD</p>
<p>Critical situation</p>	<ul style="list-style-type: none"> - Send a student to reception for SLG support

Departmental Response to Dealing with Persistent Misbehaviour

HOD in consultation with HOY/Personal Tutor will consider further appropriate action

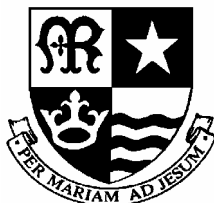
- Parental contact
- Parental interview to set expected targets and clarify expectations
- Departmental report
- or
- Whole school report
 - punctuality
 - effort
 - behaviour
- Review after agreed time

Pastoral Care / Discipline Referral Procedure



St. Mary's College Sports College

Head Teacher: Mr G Fitzpatrick BA,
MEd
Address: Cranbrook Avenue
Kingston Upon Hull
HU6 7TN



Telephone: 01482 851136 / 856902
Facsimile: 01482 804522
E-mail: admin@st-marys.hull.sch.uk
Website: www.st-marys.hull.sch.uk

Curriculum / Pastoral Detention

Date

Student Name Form Tutor

Dear Parents

Unfortunately, I find it necessary to place your child in detention after school.

The detention will be held on (date)

For (mins) in (room)

This letter gives the required minimum of 24 hours notice. Please could you make arrangements for your child's safe journey home.

Failure to attend this detention will have serious consequences.

Yours sincerely

Mr G Fitzpatrick
Headteacher

Mrs A Ogilvie
Assistant Headteacher

HOY/HOD

Reason for Detention

Teachers Initials Subject

Work Set

I acknowledge receipt of this letter regarding the above after school detention

Signed Date

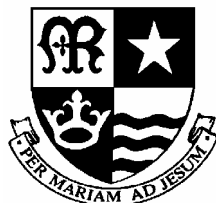
Your son/daughter should bring this with them to their detention.



St. Mary's College

Sports College

Head Teacher: Mr G Fitzpatrick BA,
MEd
Address: Cranbrook Avenue
Kingston Upon Hull
HU6 7TN



Telephone: 01482 851136 / 856902
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E-mail: admin@st-marys.hull.sch.uk
Website: www.st-marys.hull.sch.uk

Headteacher's Detention

Date

Dear Parents

Unfortunately, I find it necessary to place your child of Form/Tutor ----- in detention after school.

The detention will be held on (date)

For (mins) in (room)

For the following reasons: -----

This letter gives the required minimum of 24 hours notice. Please sign below acknowledging receipt of this letter. Please also make the necessary arrangements for your child's safe journey home.

Failure to attend this detention will have serious consequences.

Yours sincerely

Mr G Fitzpatrick
Headteacher

Mrs A Ogilvie
Assistant Headteacher

I acknowledge receipt of this letter regarding the above after school detention

Signed ----- Date -----

Your son/daughter should bring this with them to their detention.



Section 4

Rewards Statement

Rewards Statement

Merits should be awarded in line with departmental policy, for example, for excellent effort and attainment in a piece of class/homework.

1. Departmental merits should be marked in the relevant place in books and recorded in the merit section of the student planner.
2. Letters of Commendation and Certificates of Commendation for sustained/outstanding work/contribution should be awarded in line with departmental policy and requested on the C Form.
3. The expectation is that there will be a display of good work and commendations. Regular feedback will be given in weekly assemblies, especially concerning form group totals.
4. Termly prize draws and summer praise assemblies will be co-ordinated by HOY.
5. It is important that Form Tutors monitor and celebrate regularly the achievements of their form.
6. Form Tutors must monitor and ensure that entitlement to certificates or a letter home is given a rapid response.

Rewards

The Merit System is an acknowledged success. Merits are awarded by staff and recorded in pupil's journals .

They are given for good work, effort, commendable behaviour, tutorial work, helping at parents evenings and to praise and reward appropriate behaviour.

10 Merits result in the highly prized College Merit stickers. College Merits in turn lead to Bronze, Silver, Gold, Platinum and College Award Certificates accompanied by congratulatory letters. The system is highly effective and the certificates valued by pupils and parents.

College Merits are recorded on C Forms but stickers issued to students to motivate when they have 10 Merits.

Students record merits in their journals under subject sections and advise staff when they have achieved 10 Merits.

Certificates and Letters

As College Merits are collected Congratulatory Letters and Certificates will be issued on the following scale:-

5 College Merits	Bronze Certificate & Letter home
10 College Merits (i.e. further 5) Certificate)	letter home (1/2 way to Silver
15 College Merits (i.e. further 5)	Silver Certificate & letter home
20 College Merits (i.e. further 5) certificate)	letter home (1/3 way to Gold
25 College Merits (i.e. further 5) certificate)	letter home (2/3 way to Gold
30 College Merits (i.e. further 5)	Gold Certificate & letter home
35 College Merits (i.e. further 5) Certificate)	letter home (1/4 way to Platinum
40 College Merits (i.e. further 5) Certificate)	letter home (1/2 way to Platinum
45 College Merits (i.e. further 5) Certificate)	letter home (3/4 way to Platinum
50 College Merits (i.e. further 5) letter home	Platinum Certificate + Voucher &
100 College Merits (i.e. further 50)	College Award

Section 5

Pupil Exclusion Policy

St Mary's College

Pupil Exclusion Policy

Mission Statement

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SCHOOL CODE OF CONDUCT

STAFF AND STUDENTS

1 PUPILS

Whatever gift you have received use it in the service of one another.....Give it in the strength which god supplies (1 Peter 4:10-11)

To follow the Code of Conduct:

- 1 Everyone will act with respect and consideration to others at all times.
- 2 Take pride in your work - if you have a problem ask for help.
- 3 Follow the Classroom Code. Leave the classroom and school as you wish to find them, no graffiti, chewing gum etc.
- 4 Move quickly and quietly on the right around the school.
- 5 Punctuality/Attendance, the more we see you on time means greater learning opportunities for yourself/for everyone.
- 6 Follow instructions carefully and immediately - this makes life much safer and simple.
- 7 Out of school you are representative of our school and our reputation depends on the way that you behave.
- 8 Certain things are dangerous in school and should not be brought on to the premises, e.g.

Cigarettes - a fire hazard and harmful to your health.
Jewellery - dangerous in practical situations.
Aerosols, solvents and lighters.
- 9 You are members of our school and should be immediately recognisable by your appearance in FULL school uniform, excluding Sixth Form who should be dressed appropriately.
- 10 Certain things cannot be tolerated, such as bullying, spitting, rudeness to members of staff, spoiling a class and racist or sexist remarks.

2 STAFF

"In your teaching you must show integrity and high principle and use wholesome speech to which none can take exception" (Titus 2:8)

- 1 To reinforce positively the success of pupils.
- 2 To be punctual at all times to lessons, meetings, assembly etc.
- 3 To set work appropriate to the group that you are teaching.
- 4 To supervise the entrance of pupils into your room, and the safe dismissal of the pupils onto the corridors after the lesson.
- 5 To remind all pupils of the school rules and to enforce these rules at all times.
- 6 Never to leave a class unsupervised (except in exceptional circumstances).
- 7 To ensure that sufficient appropriate work is set if you are absent.
- 8 To treat all pupils as individuals and deal with them on that basis.
- 9 To follow the Referral System when dealing with disruptive pupils.
- 10 To be consistent in your approach to pupils.
- 11 To clarify the specific rules for your classroom and inform the pupils of these rules and the consequences for breaking them.
- 12 To deal immediately with any pupil who misbehaves using the appropriate punishment.
- 13 To behave in a professional manner to all colleagues.

3 RIGHTS

TEACHERS	PUPILS
The RIGHT to establish a safe learning environment for all pupils	The RIGHT to expect a positive learning environment in which his/her achievements are recognised and rewarded
The RIGHT to expect all work and homework to be completed to the best of the pupils ability	The RIGHT to expect to be set work and homework that will stretch them to realise their full educational potential
The RIGHT to determine and request appropriate student behaviour and to encourage the positive social and education development of the pupil	The RIGHT to have a teacher to help limit a pupil's inappropriate, self-disruptive behaviour
The RIGHT to expect pupils to move around the school in a safe and orderly manner	The RIGHT to be able to move around the school in an orderly and disciplined way
The RIGHT to help from parents, the Head and Governors when assistance is needed	The RIGHT to choose to behave and know the consequences that will follow

RIGHTS also bring RESPONSIBILITIES

- 1 The RECOGNITION and REWARDS for pupils who keep to the task and who are supportive, positive and who achieve
- 2 The CONSEQUENCES for those who go beyond the expectations of acceptable behaviour and conformity and who choose not to comply with the agreed consistent positive limits

DISCIPLINE - PREFERRED PRACTICES

Some guiding principles for whole school discipline:

- Discipline within known rights, responsibilities and fair rules at school-wide and classroom level. The features of school rules should be published in a positive style, where possible, and be related to rights and consequences.
- A classroom management-discipline style based on assertion/consultation rather than confrontation. A balance between positive correction and encouragement ought to be the norm. Sarcasm, public (or private) embarrassment, shaming and ridicule, undue or persistent criticism is never appropriate or necessary to good management and discipline.
- Avoid pushing students into pointless arguments. This is especially acute in a public forum.
- A school also needs to endorse the value of positive consequences for all students. Staff can discuss and set out how students can be encouraged in social and academic behaviour through verbal encouragement and more formally recognised means.
- Separate the behaviour of the student from the student as a person. A standard conflict-resolution procedure is to attack the problem rather than the person.
- Teachers need to address student behaviour from the point of view of 'choice'. While the emotional pathology of some students is quite traumatic their behaviour is still their 'choice' - predisposed no doubt from emotionally strained home environments. Students can learn to make better choices and take responsibility for their own behaviour, and should be encouraged (and supported) to 'own' the outcomes of their behaviour and seek to work on behaviour change with teacher support and encouragement. To do this they will need to know what their rights and responsibilities are. The treatment variable is the key issue; once we start saying that students with problems can't help their behaviour we treat the student as a victim rather than an active agent who can be responsible with guidance (discipline) and support.
- A clear consensus on the nature and use of related consequences rather than mere punishment as the only tool for addressing disruptive behaviour. This will also need to encompass the use of appropriate cool-off time and time-out in conflict situations.
- It is important for teachers to invite, model and expect respect rather than merely demand it.

Based on the work of Bill Rogers 1997

APPENDIX

1. Reference for point 6 Guidelines for Applying Rewards

Some people question why we should reward behaviour that we expect from all children "if I reward one child for staying in the seat, shouldn't I reward them all". For many children we need to produce a differentiated behavioural curriculum. We can no longer assume that all children enter school with the same basic social skills that we are used to. They may need to be taught the skills of sharing, turn taking, listening, co operating etc, but they, just as their peers who face physical or sensory challenges, have the same right to be supported and included.

1. Praise and rewards are the best ways of highlighting appropriate behaviour to both young children and adolescents "catch them being good and reward them."
2. Rewards are only rewarding if students are motivated to work for them. Use a variety of different rewards. Have some surprises.
3. Involve students in deciding the goals they wish to achieve and the kinds of rewards they would like to have.
4. Remember rewards are not bribes. A bribe is something given to induce someone to act illegally or immorally.
5. Give lots of small rewards to a student who is just learning a new skill.
6. There are many different kinds of rewards

Tangible (sweets and stickers)

- Token rewards such as stickers that can be converted into something else.

Preferred activities

- Social reward such as praise and approval
- Intrinsic rewards are the feeling of success and pride that a student experiences

Work with the rewards that a child enjoys having, while pairing them with the rewards at the next level. "Here's a sticker for that piece of work, I am so impressed with the effort you put into it". The blind and inappropriate use of rewards can have a negative impact on how children learn the intrinsic satisfaction of learning.

2. Reference for point 7 Guidelines for Applying Sanctions

"It ain't what you do"

How a sanction is applied can be important as which sanction is applied. Sanctions can be used in such a way as to help a student learn appropriate behaviour. Even the tone of voice can convey how much conviction we have about the sanction. Below are some guidelines and tips that can increase our effectiveness when using sanctions.

1. Check understanding. If you ask a child whether they agree with a course of action you have suggested, most will say "yes". Instead, ask them to tell you what it is they have agreed to do.
2. If a student seems to be "playing the audience", deal with them just outside the room
3. Convey to a student they you have high expectations of them and are disappointed when they let themselves down.
4. When a student misbehaves ask them to explain to you the rule that they are not following.
5. Emphasise to a student that it is their behaviour that is earning them the sanction. If they do not like what it is earning then they need to change how they are behaving.
6. Remind students that they are responsible for their behaviour. Sometimes they make poor choices. This is usually because they have not stopped and thought whether they were about to make a good choice or a bad choice.
7. Avoid being "hijacked" especially by older students. Keep to the issue at hand and don't get drawn into making such comments as "look at me when I'm talking to you". This will distract you from the issue at hand.
8. To stay calm, remember to delay immediate responses when you are becoming annoyed. "I'm going to take a few minutes while I decide how best to deal with that behaviour".
9. It is not the size of the sanction that always matters. For example being made to wait a few minutes until the rest of the class has left be ignominious for a student who seek peer approval.
10. Make it clear to a student that once an incident has been dealt with then as far as you are concerned it is finished. You expect normal relations to be re-established.
11. Avoid making threats and not carrying them out. This will only teach your students that they may get away with misbehaviours.
12. Maintain a professional distance with students. Over familiarity as a means of managing problem behaviour rarely works. Being supportive and caring is different from handing complete control over to a student.
13. The closer the sanction is in time to the misdemeanour the more effective is it likely to be.