**29: A LEARNING WALK – BEHAVIOUR AND SAFETY**

Teacher…………………………….…………… Class …………………………… Date ……………………………

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| **Aspects** | **Comments** - It’s not necessary to complete all the boxes |
| 1.At the start of a lesson: Positive meet and greet.  Do the adults know the names of all pupils?  Do the pupils know the adults’ names and their roles? |  |
| 2. Is there a positive atmosphere in the room with high expectations from beginning and throughout the lesson?  Do the pupils have a known routine to settle down quickly and be ready for learning? |  |
| 3. Are relationships between adults and pupils, and amongst each other good? Is there humour at appropriate times; are the pupils industrious in going about their learning? |  |
| 4. Does the teacher set out expectations clearly and draw pupils attention to rules about poor behaviour and rewards |  |
| 5. Are the rules displayed – rewards and sanctions? Are they understood by all pupils? |  |
| 6. How are visual timetables used, if appropriate? Are they used effectively? |  |
| 7. Is there evidence that all adults know the school behaviour policy and protocols and apply it?  Are all adults aware of the rewards and sanctions and are they applied consistently? |  |
| 8. Is the questioning at a deep and challenging level?  Is the language and tone appropriate for the pupils?  Is time given for pupil thinking before answering? |  |
| 9. Do the adults have a plan for pupil disruption and misbehaviour – are they aware of the likely lesson hot spots – groups and social interactions? |  |
| 10. Where tasks are set so that pupils have to work together to share learning – support each other? How are they set up, and is there evidence of pupils being reminded of expectations?  Behaviour for learning – SMSC – British values in action – conduct – classroom noise levels – positive learning noise |  |
| 11. Are pupils given clear tasks – with a time for completion expected? |  |
| 12. Do staff know about and understand pupil’s special needs and or their specific learning behaviours?  Are Pupil Premium pupils known to all adults in the room as well as those who are More Able? |  |
| 13. Are learning resources pre lesson prepared, and clearly signposted to enable individual responsibility for learning as pupils move about the room during the lesson? |  |
| 14. Is there evidence of adults praising the behaviour they want to see? Praising pupils doing the right things rather than those doing the wrong things. |  |
| 15. Are there clear, established routines for stopping the pupils to gain their attention, to change activities, or for mini plenaries? |  |
| 12. Do staff stay calm? Use their silence well? Speak clearly and effectively to pupils? Use the room, furniture and layout of activities to the best learning environment t advantage? |  |
| 13. Is there evidence of the teaching of good behaviour during the lesson – expectations - SMSC in action |  |
| 14. Is there evidence of feedback to parents of pupil good behaviour as well as unacceptable behaviours? |  |

Taken from DfE – Charlie Taylor – Behaviour in schools: advice

**Summary notes and teacher comments (Continue on the back if necessary)**

**Observer………………………………………..**

**Prompts/Strategies for promoting positive behaviour in our school**

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| **Build relationships** | Get to know your children. Using the above and asking ‘Are you all right?’ Use humour. |
| **Smile** | Model the enthusiasm you want the children to have. It also shows them that you like them! |
| **Give praise, say something positive!** | Say ‘well done’ or acknowledge the smallest thing that is positive. Look for positives to say to all children e.g. ‘You really tried your best then’ ‘You look smart today’ etc. |
| **Use the child’s name** | It makes the child feel special and engages them. |
| **Make eye contact** | It helps the child to concentrate on what you want to communicate |
| **Draw attention to good role models.** | E.g. ‘Lucy is sitting smartly, she is ready to learn’, ‘Well done Ben, I can see that you are working independently’. Other children will want to emulate this and it focuses on the positive. |
| **Be calm** | A calm quiet approach means the child will carry on listening to you, whilst you still feel, appear and are in control. |
| **Give rewards** | E.g. Moving peg up, learner of the week. These are incentives for making the right choices! |
| **Deal privately with issues** | If you have to speak to a child, don’t humiliate them in front of others. Take the child to one side and have a discussion with them quietly. This may sometimes mean not dealing with the issue instantly. |
| **Say thank you instead of please!** | It sets the expectation that the child/children will comply with what you are asking e.g. ‘Sit next to your Talk Partner thank you.’  Also use it to acknowledge when a child has done what you wanted them to do. E.G Just a simple ‘thank you’ or ‘Thank you for tidying up your table.’ |
| **Focus on what the children should be doing** | Say what you want/expect to see not what you don’t e.g. ‘Use an indoor voice’ instead of ‘Don’t shout’, ‘Make sure you are walking’ instead of ‘Stop running’. |
| **Give the children ownership of their behaviour by giving choices** | E.g. ‘You need to come and sit on the carpet now or you will choose to move your peg down. It’s your choice.’ This helps to show the children that they are responsible for their behaviour and the consequences of it, not you! |
| **Give visual cues** | Use gestures to reinforce the message you are trying to deliver e.g. Put your finger on your lips if you want a child to use a quieter voice. |
| **Be consistent and follow through!** | Apply rewards and sanctions consistently and follow through with them, otherwise the children are getting mixed messages. It is also important that we all respond in the same way to children to ensure that they are getting the same messages from everyone. |
| **Take ownership** | Passing a child onto someone else implies to the child that you don’t know how to deal with them – or do not want to! Try to use strategies to keep the child with you and respecting you. You are accountable. |
| **Intervene quickly and calmly** | Deal with lower level behaviour swiftly, don’t let it escalate!  Be observant, scan the room and the groups frequently. How much ‘noise’ or ‘buzz’ will you accept? |
| **Be non-confrontational and assertive**  **NOT aggressive** | Remain calm. Try to diffuse a situation by presence. If you deal with an aggressor don’t forget to attend to the victim. Don’t get involved in banter, it will only rile you and the child. |
| **Think about your body language** | Show openness and presence! Smile, use your eyes and facial expression. Move towards a conversation. Communication is much more about how you are presenting yourself than your words! |
| **Positioning in the classroom** | Always be in the same room position to teach or give instructions or directions to pupils.  Move around the room from the outside looking in – good peripheral vision to see what’s going on!  Have a spare chair or stool to take to groups to sit at their level – for feedback, observing, coaching, challenge their learning. |
| **Be a positive role model!** | We are all role models in school so display the behaviours that you want to see in the children yourself! Dress appropriately, dialogue, choice of words, tone, pitch, volume etc. |
| **Move on from the behaviour** | After the situation has been resolved, put it to one side and move on from the behaviour – don’t hold it against the child. |

A school exemplar of expectations agreed by all classroom staff Cara Head – Headteacher