

**Q31 Establish a clear framework for classroom discipline to manage learners' behaviour constructively and promote their self-control and independence.**

**Do you make use of available support/sanctions/communication systems?**

**Do you:**

- communicate between home and school through diary/planner
- remove free time or privileges
- seek support through referral to pastoral/departmental staff
- use daily reporting/support card systems
- consider isolation from other pupils, meeting with parents or temporary exclusion
- consider Personal Support Plans (PEPs for 'looked after' children)?

**Do you follow through sanctions and make effective use of reprimands?**

**Do you:**

- follow through within lessons and after lessons in pupils' free time
- consider discussion with relevant pastoral/management staff and/or with parents
- seek help from with relevant support agencies, including Educational Welfare Officers, Educational Psychologists, Social Services, Police, where necessary
- use a firm, professional tone of voice
- target correctly
- emphasise what is required
- maintain/sustain eye contact
- criticise behaviour not the pupil
- avoid anger and confrontation
- state the rule and rationale behind the reprimand
- avoid comparisons with other pupils
- not make empty threats
- avoid a reprimand to the whole class?

**Do you demonstrate a geared response to authority challenge, including:**

- investigation and academic help
- a counselling approach
- positive reprimand (emphasising what is required)
- firm, clear warning with threat of sanction
- implementation of sanction?