

BEHAVIOUR POLICY

Reviewed: August 2025

Next review: As needed

INTRODUCTION

"Good behaviour is a necessary condition for effective teaching to take place."

[Education Observed 5 - DES 1987]

At Apex we understand this principle from an educational and Islamic sense. We aim to create an environment in the school which encourages and reinforces good behaviour. From the authentic teachings of our beloved Prophet Muhammad ﷺ we learn that he said:

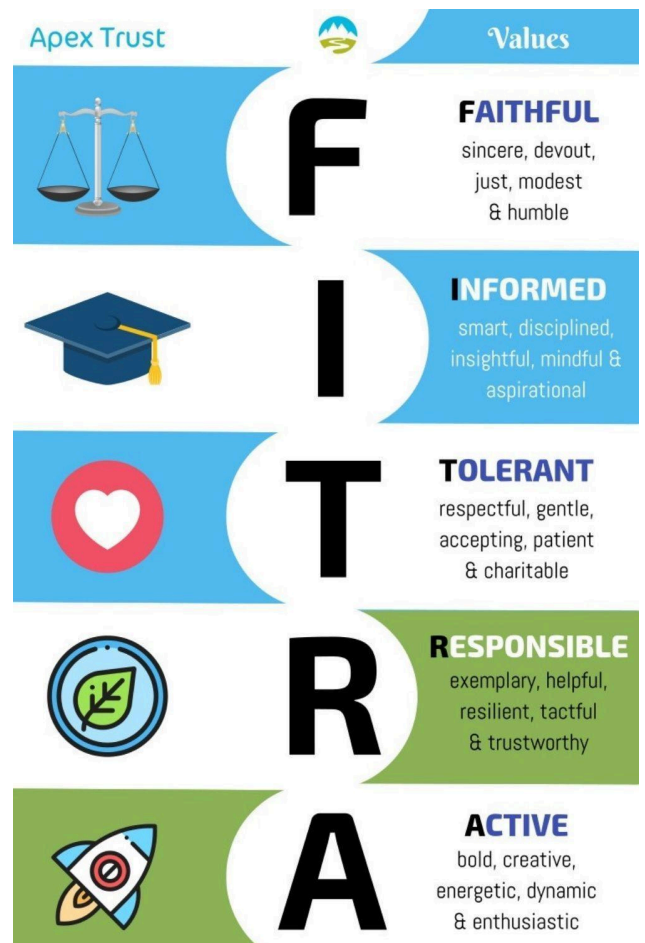
"Nothing is placed on the Scale that is heavier than good character. Indeed the person with good character will have attained the rank of the person of fasting and prayer."

[Sunnan at-Tirmidhī, Ṣaḥīḥ al-Jām'ī #5726].

Behaviour transformation can be a daunting task and requires teachers, parents and caregivers to work together with patience, consistency, fairness as well as an overall caring attitude. It is with this in mind that we have created this policy.

1.0 AIMS

- ☑ To create an environment which encourages and reinforces good behaviour
- ☑ To define acceptable standards of behaviour in line with Islamic ethics of *ādāb* (manners) and *akhlāq* (character) and classroom management
- ☑ To encourage the development of good moral Islamic personalities
- ☑ To encourage consistency of response from all teachers and supporting adults to both positive and negative behaviour
- ☑ To promote self-esteem, self-discipline and positive relationships
- ☑ To ensure that the school's expectations and strategies are widely known and understood
- ☑ To encourage the involvement of both home and school in the implementation of this policy through the Muḥāsabah (reflection) Booklet
- ☑ To promote and incorporate the **five Apex Values** in every aspect of the daily school routine; including the behaviour policy



2.0 STANDARDS OF BEHAVIOUR

In seeking to define acceptable standards of behaviour we understand that these are goals to be worked towards rather than just expectations. Thus at Apex we believe the school has a central role in the children's social and moral development just as it does in their academic development. In the same manner that we measure academic achievement and the progress of our pupils over a period of time, we measure standards of behaviour in terms of the children's development in reference to the school's behaviour policy.

Guidelines have been set up in order to achieve this and the school works as a **partnership between teachers and parents** in order to make this a reality and a success. Several policies have been created in order to work towards the standards of acceptable behaviour at our school. We believe that with the support of parents and teachers we will be able to make our behaviour policy a success and ensure that the discipline of children is kept to a minimum creating a positive and encouraging learning environment.

3.0 THE DISCIPLINE AND REWARDS POLICY

The discipline and rewards policy has been created in order to give staff/volunteers guidance on the standard of behaviour that is expected throughout the school. It has been created to ensure the smooth running of the school and encourage a positive learning atmosphere. **It is therefore essential that there is consistency in carrying out these policies and that we all maintain the same standards within our classrooms and throughout the school.** This, we hope, will lead to good development of their personalities and a friendly, encouraging environment of teaching and learning for everyone.

All staff members at Apex are encouraged to remember at all times that our pupils have been entrusted to us (*amānah*) and we should treat them as we would like our own children to be treated. It is the **action** which must be focused on when reprimanding a mistake, **not the person!** This policy highlights the importance of giving constructive and concise instruction and encourages positive praise when pupils show "good effort and progress" as well as "exemplary behaviour/character" during lessons and beyond. The policy also highlights the method applied at Apex which, we believe, will have a strong impact on our pupils' **IPD (Islamic Personality Development)** and help them become Muslims with strong ethics, emotional literacy and a high moral standard.

We pray that Allah ﷻ blesses the efforts of Apex practitioners as well as parents and we ask Him alone to help us with the *tarbiyah* (nurturing, training and discipling) of the future generation. Amīn!

3.1 PRACTICAL APPLICATION OF THIS POLICY

All pupils at Apex should be familiar with the **five** distinct **Apex Values**. Teachers will incorporate the values into the daily lessons and through the muhasabah every week. Moreover, the values are displayed in every classroom as well as the school hall and entrance in order to make them **omnipresent** for pupils and staff.

A rewards system has been put in place to further enhance the pupils' understanding and appreciation of the Apex Values. It is important to note that the same system is implemented throughout all year groups and classes to ensure consistency and ease of use as pupils will be familiar with the procedures. Our rewards system encourages positive behaviour and starts with visual tracking using the **ClassDojo App**.

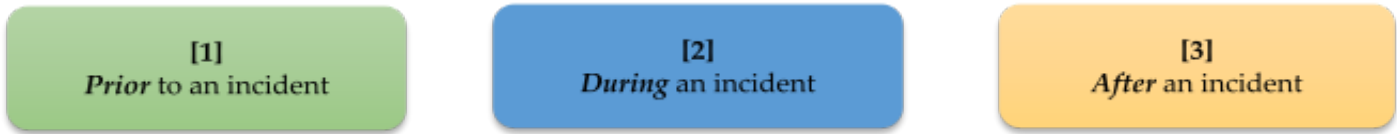
- Teachers display (clearly visible in the classroom) the poster with the five Apex Values (see example above)
- If any pupil shows a remarkable achievement, any praiseworthy action or effort worth an 'official' acknowledgment (even if just to boost the moral) then the pupil's earn a ClassDojo point linked to one of the FITRA values (teachers may take this as an opportunity to examine a certain value in more depth and explain its relevance)
- Pupils will also be awarded a Housepoint for every ClassDojo Point. At the end of the day teachers can add the points to the House Points charts for more details **See House Points Procedure**

- The same value can be awarded more than once in a day (please beware of overusing the system!)
- Those pupils who achieve *fifteen* ClassDojo points in *one* week will be awarded with a small prize from the class treasure box.

The essential idea of our behavior policy is to *focus on positive behavior whilst creating an atmosphere in which misconduct is prevented from happening in first place!*

3.2 DISCIPLINE PROCEDURE

We believe that children do **not** naturally misbehave! Their misbehaviour is rather a **result** of circumstances and contributing factors which may (occasionally) be outside of their control. It is the role of a successful teacher to understand a student’s situation and what may lead to misbehaviour. Behaviour management can usually happen in three distinct stages of any incident:



For the most effective practical application of this policy we will propose a simple step-by-step plan for each of the above mentioned stages:

[1] PRIOR TO AN INCIDENT- FEELIT FIX (TAKEN FROM [HTTPS://WWW.HAPPYCONFIDENT.COM/](https://www.happyconfident.com/))

Research has shown that the **most effective** way of **behaviour management** happens at this stage (i.e. **stage one**). Effective practitioners ensure that they create an atmosphere of **mutual respect** in their classrooms. Misbehaving simply **cannot** thrive in such an environment. Appendix 8 contains some suggestions of important contributing factors for a successful **behaviour management** at stage one.

At Apex, we apply the FEELIT method in order to understand children’s emotional needs and to help them work through their feelings which may be leading to difficult behaviour. The FEELIT method develops the emotional literacy and intelligence of pupils enabling them to:

- | | | |
|-------------------------------------|-------------------------------|-----------------------------------|
| <i>have difficult conversations</i> | <i>resolve conflicts</i> | <i>explore and share feelings</i> |
| <i>find resolutions</i> | <i>develop empathy skills</i> | <i>learn to self regulate</i> |

The FEELIT Fix is a methodology designed for use in the classroom setting during SMSC to help resolve past or current issues and predicted challenges together as a team. In doing so, children learn to name their feelings, share them with their teacher, think of ways to help them feel better and find solutions to help them regulate their emotions. This in turn teaches children emotional intelligence and allows them to understand their own emotions and feelings as well as others, thus creating a sense of empathy.

- | | | |
|------------------------------|---|--|
| PAST | PRESENT | FUTURE |
| reflection & problem solving | daily interaction & unpacking real events | anticipating potentially difficult times |

There are four stages to the FEELIT Fix, regardless of the type of fix. Following the same format for each FEELIT Fix conversation, pupils are asked the following open-ended questions.

- NAME IT:** How are you feeling?
- SHARE IT:** How are you showing your feelings?
- SHIFT IT:** How do you want to feel?
- FIX IT:** What can you do to get the result you want?
(Refer to Appendix 9)

[2] DURING AN INCIDENT

All staff at Apex are expected to work together in order to implement the above mentioned *stage 1 guidelines* effectively and then prevent incidents happening in the first place. Nevertheless, there will be situations when misconduct will occur as a result of not paying enough attention to one or more of the above mentioned points. *During an incident* teachers and other staff are encouraged to follow the following procedure:

- *ensure that safety is granted for educator and learners at all times*
- *stay calm and focused – never correct anyone whilst being angry*
- *let your pupil who is showing misconduct calm down – never try to correct a person who is in rage (even if you are calm yourself)*
- *avoid open confrontation in front of other pupils (i.e. don't embarrass your pupil); say, "we'll discuss this at later in-shā-Allah"*
- *tactically ignore minor issues if the major issues are being dealt with; e.g. ignore the sulky sighs, as a pupil returns to his/her desk as requested*
- *only 'threaten' what you intend to carry out (letting misbehaving pupils off will let them push the boundaries and play the system)*
- *avoid being sidelined onto a pupil's agenda; e.g. ignore irrelevant questions*
- *recognise that pupils (especially when angry) may need time and space to cool off (you may want to allow them to perform wudū and pray two rak'ah to ward off their anger which comes from shaytān)*
- *recognise when you need help and advice, know where to get it*

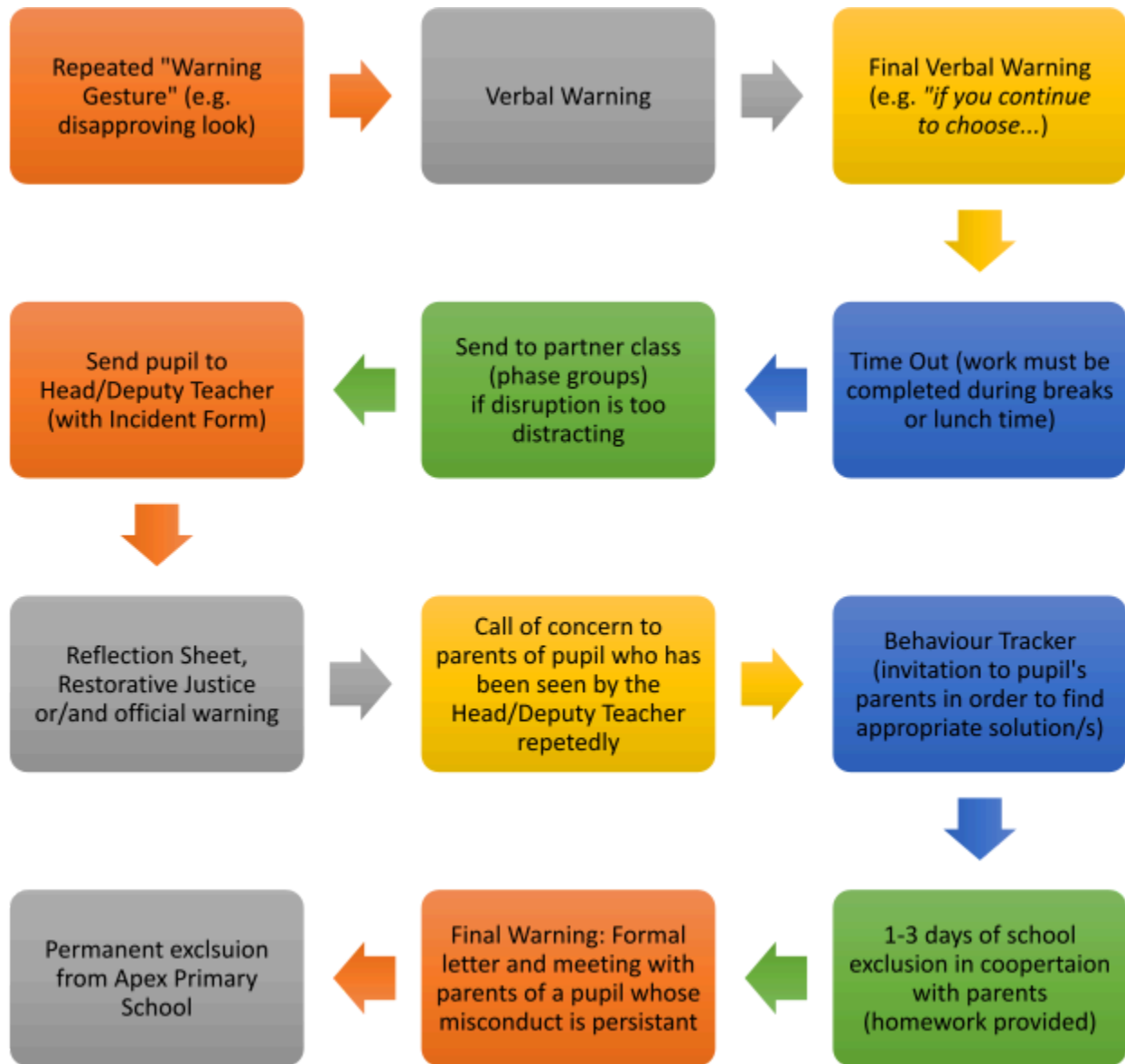
[3] AFTER AN INCIDENT¹

This last stage is to ensure that pupils learn from their inappropriate behaviour or an unpleasant incident and then develop their cognitive and social skills effectively.

- *decide, precisely, on what you want to modify and make it a clear target for the pupil*
- *communicate targets precisely*
- *always bring back any incident to pupil's 'wrong choice' not his/her character*
- *criticise the behaviour, not the person; i.e. say, "name calling is unpleasant" rather than "you're being nasty"*
- *offer choices; e.g. say, "this work needs completing, so is it now or at break?"*
- *identify the primary or major issues that need to be addressed and tackle them one-by-one (not too many targets at any one time)*
- *ensure that pupils understand why any given behaviour is deemed inappropriate*
- *be just and fair in your procedure and handling of incidents*

¹ Many of the above points and suggestions were taken (and subsequently edited) from a leaflet for new PGCE trainees, Newman University, Birmingham (UK) – click on [this link](#) for more information.

3.3 DISCIPLINE PROCEDURE CHART²



Ibn al-Jawzī رحمه الله wrote:

"A poet said:
If you straighten the branches they will straighten up,
but wood does not soften if you amend it.

Discipline benefits children gradually,
but it will not benefit those who have aged."

[Ibn al-Jawzī, Disciplining the Soul, pp 99]

² In case of *extremely unacceptable behaviour* (see below), teachers may move names for more than one section at a time.

3.4 UNACCEPTABLE BEHAVIOUR

Unacceptable Behaviour	Extremely Unacceptable Behaviour
<ul style="list-style-type: none"> ▪ Disrupting lesson ▪ Not following the teacher's instructions ▪ Throwing things around the room ▪ Shouting ▪ Leaving the classroom without permission ▪ Rocking on chair ▪ Calling Names ▪ Gossiping ▪ Play fighting ▪ Snatching ▪ Touching property belonging to others 	<ul style="list-style-type: none"> ▪ Using extremely foul language ▪ Fighting ▪ Breaking school equipment ▪ Being rude to the teacher ▪ Bullying ▪ Lewd behaviour ▪ Answering back ▪ Refusing to do work ▪ Ganging up

Common behaviour management issues for new teachers

<p>Undemanding work: lack of challenge leads to chatter and lax approach</p>	<p>Unclear instructions: unsure of a task, pupils will not settle and tend to chat</p>	<p>Too much teacher talk: pupils lose interest and minds wander</p>
<p>Too much teacher-led activity, and not enough pupil activity</p>	<p>Pupils call shots: through interruptions, calling out, questions, etc.</p>	<p>Shouting: as the noise level rises the teacher shouts, either to be heard or out of frustration</p>
<p>Crumbling transitions: behaviour deteriorates as the lesson shifts focus without firm guidance</p>	<p>Loses sight of class: the teacher helps individuals without keeping eye on the whole class</p>	<p>Inaudible voice: e.g. through talking too quietly or too quickly</p>

From a leaflet for new PGCE trainees, Newman University, Birmingham (UK)

4.0 DEVELOPING A GROWTH MINDSET ATTITUDE

The above procedure is designed to encourage good behaviour in many different areas and will hopefully aid the building of the pupils' **Islamic Personalities Development (IPD)**. Teachers are encouraged to pay careful attention to the pupils' **emotional welfare** and use appropriate language to stimulate a **growth mindset attitude**. Teachers are trained to use appropriate language to develop a growth mindset attitude. The following list of vocabulary and phrases³ gives a quick overview:

Instead of...	Try saying...
<i>I'm not good at this</i>	<i>What am I missing?</i>
<i>I'm brilliant at this</i>	<i>I'm on the right track!</i>
<i>I give up</i>	<i>I'll try a different way</i>
<i>This is too hard</i>	<i>I'm going to learn how</i>
<i>I've got this wrong</i>	<i>Mistakes help me learn</i>
<i>I'll never be as clever as</i>	<i>I'm going to emulate</i>
<i>It's not good enough</i>	<i>How can I improve</i>

A detailed **feedback kit** for teachers to instil a growth mindset attitude within their classroom can be found in the appendix of this policy



6.0 CLASSROOM HELPERS/MONITORS

We want to encourage the children to take responsibility and encourage them to help others. Teachers will choose students from their class to be 'helpers' for a certain responsibility. The teacher should change helpers each day or week and make sure that different students get the opportunity to be 'classroom helpers'. Class monitor lists should be on display in each classroom.

Helpers can assist the class teacher in the following ways:

- Collecting and returning the class register
- Giving out stationary and books
- Tidying up book shelves and making sure books are in order
- Collecting books and stationary at the end of each lesson
- Helping to tidy up the classroom and equipment at the end of the day

7.0 HEAD BOY, HEAD GIRL AND PREFECTS

Head Boy and Head Girl are chosen by members of the school staff from our Year 6 pupils, for their outstanding qualities and as excellent role models for Apex Primary School. They hold this responsible role for the academic year. During their time of office they will be called upon to be ambassadors for the school and will meet and greet important visitors to the school, as well as being involved in a wide range of other important and enjoyable duties.

The following, is a list of the **qualities** we are looking for:

- ☑ Initiative and Commitment
- ☑ Outstanding behaviour

³ Graph and slightly edited phrases are taken from an Optimus Education Webinar PPT, see: <http://bit.ly/Hildrew>

- ☒ Islamic knowledge
- ☒ Communication and Organisation skills
- ☒ Reflective thinker
- ☒ A team worker
- ☒ Decisive, sensible, smart and calm
- ☒ Humility
- ☒ Responsibility and Leadership

The appointment process for our Head Boy, Head Girl and Prefects

Anyone applying for a role must be able to demonstrate commitment to the school and involvement in the life of the school e.g. effort to work. Candidates need to submit in an application form for why they should be considered and how they feel they would best fulfil their requirements of the role. Candidates will be shortlisted and will be required to attend an interview.

8.0 THE FEELIT TEAM PROMISE

At the beginning of the academic year, the FEELIT TEAM Promise (see Appendix 1) needs to be completed as a class. This should be done in partnership with the teacher and children. Encouragement should be given to all children to make suggestions and agree on the rules set.

The FEELIT TEAM Promise is a living document developed together as a team in the class. It is not just a 'rules' poster on the wall, but a class-specific contract among the pupils, teachers and class community to guarantee a safe space for self-expression.

By doing this, the children will look out for each other choosing to be kind, collaborate and be supportive of each other. They will feel a sense of responsibility and be driven to take care of each other, feeling safe to express themselves and support others in doing the same.

Some suggestions of classroom rules are given below:

- Do ***follow Teacher's instructions***
- Do ***ask permission*** if you need to leave the classroom
- Do ***use your inside voice*** in the classroom
- Do ***remain quiet*** while others are talking
- Do ***put your hand up*** to ask the Teacher a question
- Do ***remain in your seats*** if the teacher leaves the room
- Do ***tuck your chairs in*** when leaving your desk
- Do ***pick things up*** from the floor
- Do keep your ***classroom tidy***

9.0 FURTHER READINGS & LINKS

The following list of CPD material and resources is for reference purposes only. Opinions expressed on any of the linked websites or resources may not be in agreement with the official Apex Primary School policies:

- **The FEELIT Fix Method**

<https://www.happyconfident.com/>

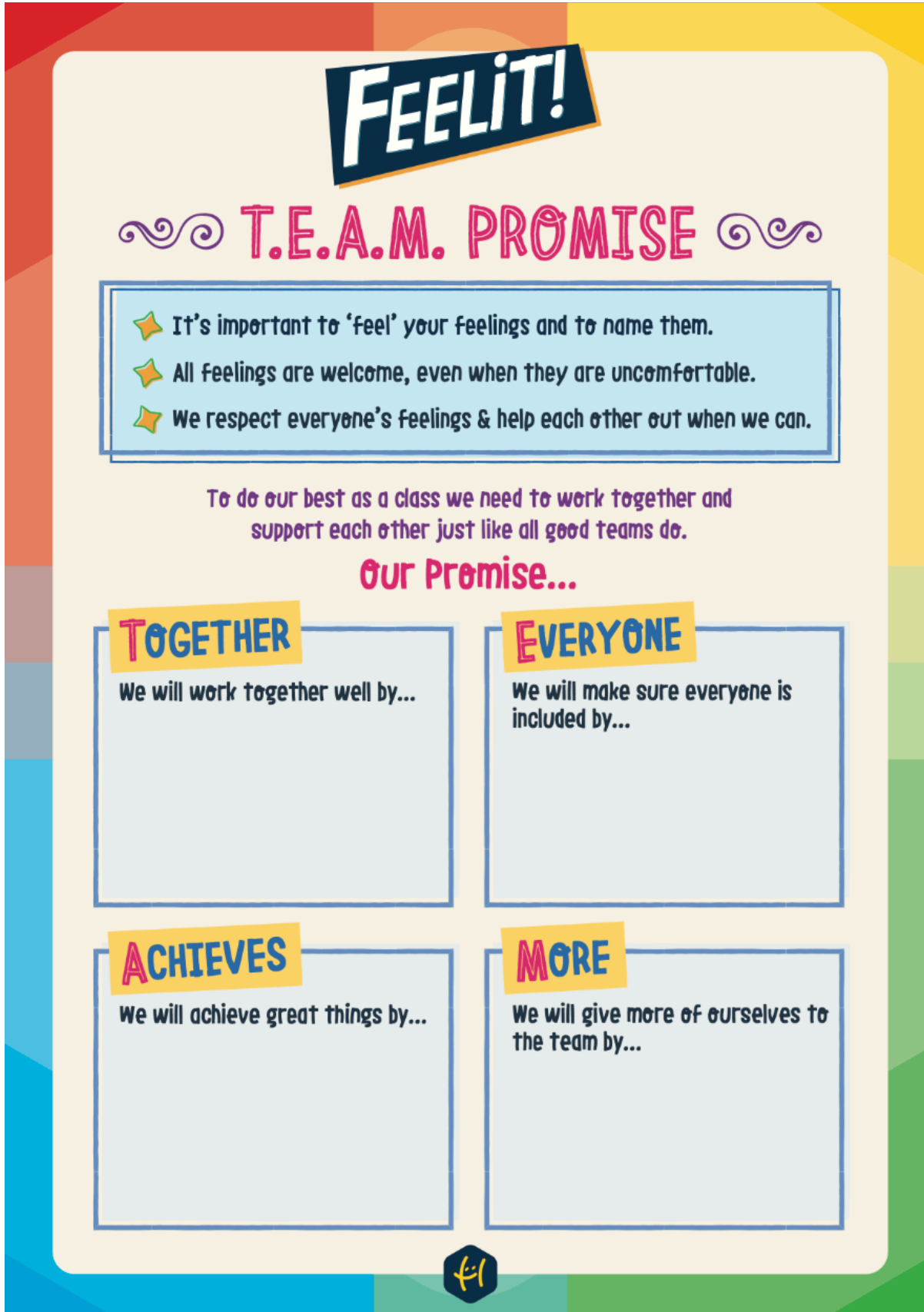
- **Department of Education** (policy guidelines):

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools - A guide for headteachers and School Staff.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)

- **Getting the simple things right** (Charlie Taylor's behaviour checklists): <http://media.education.gov.uk/assets/files/pdf/c/charlie%20taylor%20checklist.pdf>
- **Peer teaching:** <http://www.opencolleges.edu.au/informed/features/peer-teaching/>
- **Dr. Bill Rogers** (series): <https://www.youtube.com/watch?v=WqIXB1RG-Vg>

10.0 APPENDIX

- 01 The FEELIT Team Promise
- 02 Growth Mindset Feedback Kit for teachers
- 03 APEX of Reflection Sheet
- 04 APEX Behaviour Tracker
- 05 APEX School Rules
- 06 APEX Playground Rules
- 07 APEX Lunch Rules
- 08 Strategies
- 09 The FEELIT Fix



The poster features a colorful geometric border in shades of red, orange, yellow, green, and blue. At the top, the word "FEELIT!" is written in a bold, white, sans-serif font on a dark blue, tilted rectangular background. Below this, the title "T.E.A.M. PROMISE" is written in a large, pink, bubbly font, flanked by decorative purple swirls. A light blue rectangular box with a double border contains three bullet points, each preceded by a yellow star icon. Below the box, a purple paragraph states: "To do our best as a class we need to work together and support each other just like all good teams do." Underneath this is the heading "Our Promise..." in a pink, rounded font. The main body of the poster is divided into four quadrants, each with a yellow header box containing a word in blue, bold, sans-serif font: "TOGETHER", "EVERYONE", "ACHIEVES", and "MORE". Each quadrant also contains a line of text in a dark grey font: "We will work together well by...", "We will make sure everyone is included by...", "We will achieve great things by...", and "We will give more of ourselves to the team by...". At the bottom center, there is a small black hexagonal logo with a yellow stylized "f" inside.

FEELIT!

T.E.A.M. PROMISE

- ★ It's important to 'feel' your feelings and to name them.
- ★ All feelings are welcome, even when they are uncomfortable.
- ★ We respect everyone's feelings & help each other out when we can.

To do our best as a class we need to work together and support each other just like all good teams do.


Our Promise...

TOGETHER
We will work together well by...

EVERYONE
We will make sure everyone is included by...

ACHIEVES
We will achieve great things by...

MORE
We will give more of ourselves to the team by...



APPENDIX 02: Growth Mindset Teacher's Feedback kit⁴

As students begin to work on their learning objectives, growth minded language guides and motivates them to ensure that they remain **persistent, resilient, and focused** on the process of learning. It is important to give learners feedback about their progress and their results so they can specifically see their growth.

Use these language frames when interacting with your students in the following situations.

When they struggle despite strong effort

- *OK, so you didn't do as well as you wanted to. Let's look at this as an opportunity to learn.*
- *Is there anything you could do to prepare differently next time?*
- *When you think you can't do it, remind yourself that you can't do it **yet**.*
- *It is the kinds of mistakes that you make along the way that tell me how to support you.*
- *Of course it's tough –school is here to makes our brains stronger!*
- *You can do it – it's tough, but you can; let's break it down into steps.*
- *Let's stop here and return tomorrow with a fresher brain.*

When they struggle and need help with strategies

- *Let's think about how to improve (the accuracy of) this section/paragraph/sentence etc.*
- *Let me add new information to help you solve this....*
- *Here are some strategies to figure this out; let's do one together, out loud.*
- *Just try – we can always fix mistakes once I see where you are getting held up.*
- *Let's write a plan for practicing and/or learning.*

When they are making progress

- *Hey! You were working on this for a while and you didn't quit!*
- *What strategies are you using?*
- *I see you using your strategies/tools/notes/etc. Keep it up!*

When they succeed with strong effort

- *I am so proud of the effort you put forth to/in/with .*
- *I am very proud of you for not giving up, and look what you have to show for it!*
- *Congratulations – you really used great strategies for studying, managing your time etc.*
- *The next time you have a challenge like this, what will you do?*
- *What choices did you make that you think contributed to your success?*
- *I can see you really enjoyed learning .*

When they succeed easily without effort

- *It's great that you have that down. Now we need to find something a bit more challenging so you can grow; what skill would you like to work on next?*
- *I don't want you to be bored because you're not challenging yourself.*

⁴ Adapted from:

<http://schools.nyc.gov/NR/ronlyres/8EA47553-FEE3-4753-8BFC-D6688FC2D61F/0/GrowthMindsetFeedbackTool.pdf> and www.mindsetworks.com/free-resources

Reflection-Sheet

Your Name: Date: / /143... AH (..... / /201... CE)

After reflecting over my actions, I think the following things went wrong:

.....
.....
.....

Below are some targets which I plan to do in order to correct my mistake(s):

.....
.....
.....

Now copy the sentence below on the lines and train your Arabic writing skills!

إِنَّ فِعْلَ الْحَسَنَاتِ كَفَّارَةٌ لِلْسَيِّئَاتِ⁵

.....
.....
.....
.....
.....

⁵ This Arabic sentence means, “indeed doing good deeds is an expiation for bad actions (sins)” which is a Qur’ānic principle based on āyah 114 in sūrah Hūd [11:114]. The Arabic sentence above is not taken directly from the noble Qur’ān since (young) children may need to copy it in class and one could fear impreciseness!

Behaviour Tracker for: Date:

Aim: (Max 35)	No. achieved:	Target met:	Week:
-------------------------	----------------------	--------------------	--------------

<p>Please make a note of the child's behaviour in each session.</p> <p>Tick <input type="checkbox"/> if behaviour was appropriate and cross <input type="checkbox"/> if there is a cause for concern. Please make a note of the reason in the box you have crossed.</p> <p>A child must achieve at least two consecutive weeks, achieving all 35 targets before removal from report.</p>	T A R G E T S	<p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p> <p>.....</p>
--	--	--

DAY	SESSION 1	BREAK	SESSION 2	SESSION 3	LUNCH	SALĀH	THEMATIC/ ISLAMIC/PE	TEACHER SIGN	PARENT SIGN
MONDAY									
TUESDAY									
WEDNESDAY									
THURSDAY									
FRIDAY									

Comment and Consequences:



SCHOOL RULES



Do respect those around you and treat each other with kindness!



Do remember the APEX VALUES!



Do use polite language & make dhikr a lot!



Do walk between classrooms!



SUBHAN ALLAH.
ALHAMDULILAH.
A ILAHA ILL ALLAH.
ALLAHU AKBAR.



Do look after your school and equipment!



Do keep the toilets clean after using them!



Do wash your hands before AND after



eating

LUNCHTIME RULES



 Do sit down to eat your lunch

 Do begin and finish eating with Du'a

 Do bring only healthy food for lunch



 Do use your right hand to eat and drink



 Do tidy up after lunch

Do wait by your seats after your lunch





Apex Primary School

PLAYGROUND RULES



Be a good friend



Sūrah al-Hujurāt [49:10]
{Believers are Brothers –
so make peace between your brothers!}

Be respectful and fair to everyone - remember anger is

from shaytan ☹️ 📢 ⚡ ⚡ 🗣️ 🎵 📱 🙅 🧨



Keep the playground clean



Keep yourself and others safe



Line up quietly at the end of play



Return to class in a calm manner ready for **lessons**



Apex Primary School

Appendix 8

Safety & Relationship

- ensure that safety is granted for educator and learners at all times
- discuss with your pupils from the very beginning what constitutes good *ādāb* (i.e. what is acceptable behaviour and what is not) and make your agreement with the pupils (e.g. in form of a signed contract) visible – note that it is important for pupils to come up with their **own** suggestions upon which they can be held accountable
- establish a positive relationship with your pupils which must be based on much patience, care and fun but also clear boundaries
- learn your pupils' names as soon as possible and use them
- greet your pupils every morning and afternoon with a big smile and a clear, 'as-salāmu 'alaikum!'
- start and end your lesson with an appropriate *du'ā*
- use much praise; e.g., "ma-shā-Allah, I can notice your effort today!"
- focusing on positive (rather than negative) behavior; try to 'catch' your pupils being good, e.g., "Ma-shā-Allah, 13 of you have chosen to show proper *ādāb*, just waiting for two more in-shā-Allah!"
- use the Apex 'values' reward systems fairly and consistently
- try to get down to your pupils level when talking to them
- aim to have some sort of dialogue with each pupil every lesson
- really listen to your pupils contributions and respond genuinely
- avoid harbouring grudges – it only perpetuates bad relations

Planning

- plan what both the teacher and the pupils are doing for each stage of the lesson
- have a plan 'B' ready for those moments which don't go according to plan
- ensure that pupils are engaged throughout the lesson (i.e. no room for boredom)
- avoid prolonged teacher-led episodes (i.e. no lecturing to primary school children)
- rehearse different ways of giving instructions and explaining things
- make use of our 'co-operative learning' clips and system
- plan to encourage and support the good behaviour of individuals
- plan the use a variety of learning resources and gadgets
- anticipate potential problems, e.g. transitions from one section to another
- observe other colleagues with key classes and individuals, to learn from their approaches (i.e. peer learning/teaching and lesson studies)

The Routine

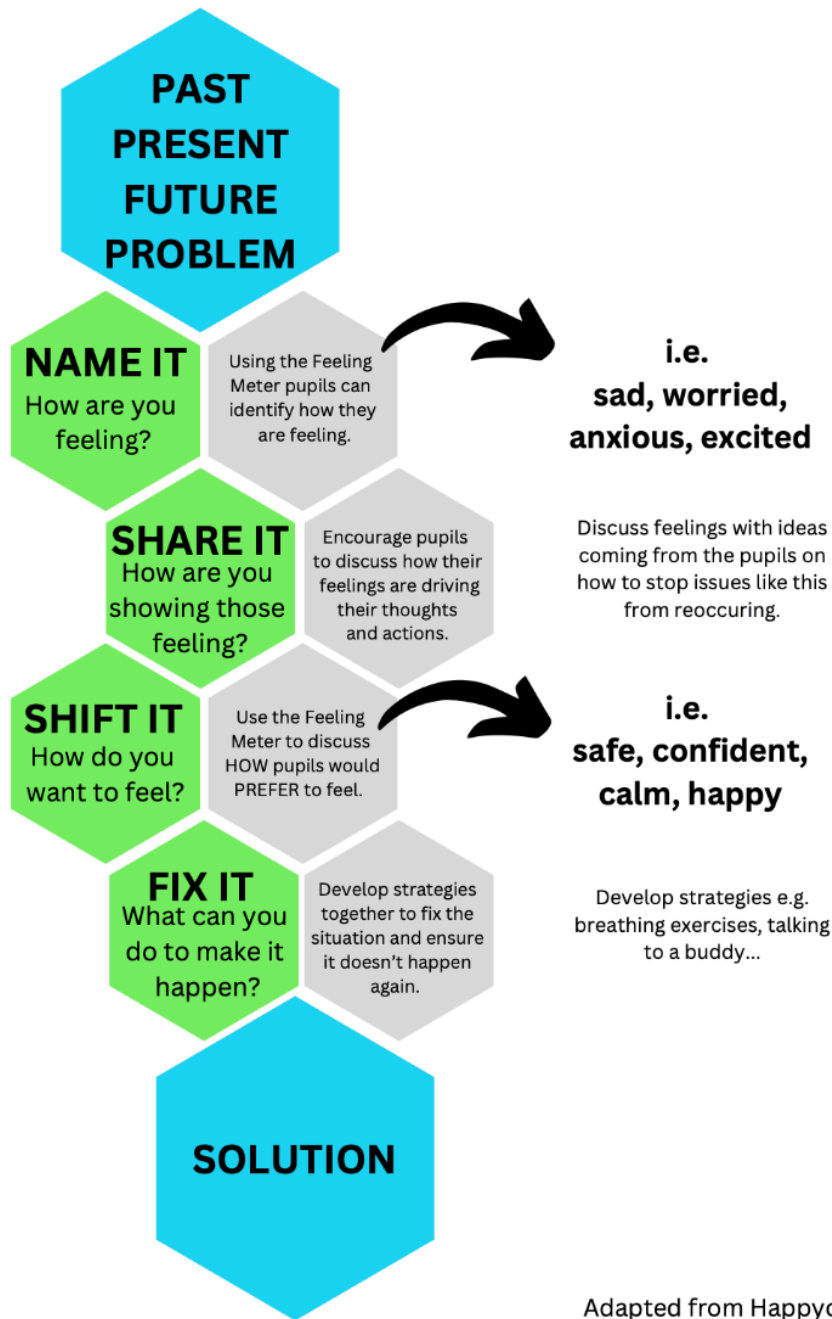
Routines help establish order, consistency, speed, independence and security. They are an essential part of class management and have the ability to establish a teacher's distinctive identity within a school. Possible routines may include:

- pupils entering (and leaving) the classroom
- seating plans
- pupils moving about the classroom
- teacher moving about the classroom
- learning objectives (i.e. WALT statements and date clearly visible on the board)
- asking questions (see 'Bloom's Taxonomy' for a variety of question techniques)
- giving out resources
- pupil monitors for different tasks

The Lesson

- sound interested, even excited, in the subject
- reinforce instructions (visual as well as verbal)
- use positive phrasing; e.g. say, "put your pen down and listen please" rather than "stop calling out"
- use a consciously controlled voice (avoid shouting)
- watch out for 'class discussions' which in reality are a talk by the teacher punctuated by pupil contributions
- wait for complete quiet before giving instructions/information
- give genuine praise

The *FEELIT* Fix



Adapted from Happyconfident.com