The British School of Gran Canaria

Teaching and Learning Document
Effective teaching at BSGC
September 2025

Scope
This document includes expectations of BSGC teachers and learners and key teaching requirements within the Secondary School. It should be viewed as a practical and active guide to high quality teaching expected across all subjects. The document clarifies the foundations upon which quality learning takes place, and teachers are actively encouraged to add to these expectations, sharing and collaborating to extend and improve teaching within our school.

Rationale
BSGC is committed to its Vision:

We nurture each student's unique potential, equipping them with the skills, knowledge, and values to thrive in an ever-changing world. Guided by our values of Respect, Honesty, Kindness, and Curiosity, we encourage every learner to Be Kind, Be Brave, Be You—ready to contribute with integrity, compassion, and curiosity to their community and beyond.

The school is a British School based in Spain whose community comes from a range of countries, cultures and educational backgrounds. This diversity is one of our strengths but, within teaching, it is important that certain parameters are established as the foundation of the high level of teaching expected. This document is the statement of the school's requirements and expectations in this regard.

Aims
To clarify the characteristics of effective BSGC teachers
To clarify the characteristics of effective BSGC learners
To share BSGC teaching requirements
To share BSGC behaviour management procedures

Responsibilities of staff
The Assistant Head of Teaching and Learning is responsible for leading and monitoring the development of teaching and learning across the secondary school.

The Teaching and Learning Leadership Team is responsible for the development of teaching and learning across the school. The Teaching and Learning Team is comprised of the Head of English, Head of Maths, Head of Humanities, Head of Science, Head of Modern Foreign Languages, Head of Creative and Performing Arts and the Exams Officer.

The Heads of Department are responsible for the monitoring of teaching and learning within their departments, providing support and training to develop teaching and learning across their department, and tracking the progress of pupils within their department.

Subject teachers are responsible for ensuring that the curriculum meets learner needs, monitoring and evaluating the quality of their own teaching and the subsequent learning, and tracking the progress of pupils within their subject.

All staff are expected to strive be to effective teachers and to be responsible for applying the school's teaching and learning initiatives, as outlined below, to provide high quality learning experiences for all pupils.

Effective BSGC teachers:

- **Know their students** in terms of their strengths and their weaknesses and always seek to use appropriate strategies in their student interactions.
- **Provide high levels of appropriate challenge** to allow each student to fulfil their potential.
- **Ask effective questions** that may spark discussion, assess current performance, provide deeper levels of challenge, ensure that students are accurately using subject specific language within their answers and diagnose potential misunderstanding.
- **Explain, model and scaffold** to provide students with skills and knowledge to access the curriculum, with the final aim of students being able to work independently.
- **Use a range of formative feedback strategies** to respond to learning needs and to adjust the course of the lesson when appropriate.
- **Offer a range of review and recall strategies** to ensure students regularly revisit their learning, helping them to strengthen schemas and commit new information to the long-term memory.
- **Are continually changing and improving as a teacher.** They keep up-to-date with teaching initiatives and subject knowledge through research, use of forums and professional development opportunities. Through their Rosenshine work, they regularly complete peer observations and use their CPD focus to reflect and refine core aspects of their teaching.
- **Have a consistent fair approach** and use appropriate rewards and sanctions in line with the Supporting Positive Behaviour Policy.
- **Highlight the value and potential of their subject** within and beyond our community so that learning is context-based and relevant to a constantly changing world.

Effective BSGC learners:
- Are motivated, have a positive attitude to learning and participate and engage fully in lessons
- Are pro-active and can work independently. They take responsibility for their own learning.
- Listen to each other, share ideas and respect each other's opinions.
- Reflect on work and actively respond to feedback in order to improve.
- Are resilient and are determined to fulfil their potential.
- Are creative and curious. They ask the right questions.
- Are organised.
- Make links between past, present and future learning within a subject and between different subjects, and make links between classroom learning and the wider world.
- Are concerned about each other's well-being in and out of the classroom and take steps to ensure that other people feel safe and happy so that they can learn effectively.

Planning
All teachers are expected to plan the lessons they teach. Planning refers to, but is not limited to, schemes of learning and lesson plans.

Schemes of learning

A teacher's scheme of learning is a plan of action which enables them to organise sequential learning activities ahead of time. Schemes of learning provide an overview of all content for each year group for the academic year and may be sub-divided into terms or topics. These are dynamic documents which will be updated frequently to reflect, for example, changes in syllabi, changes in topics and/or changes in teaching strategies.

At BSGC consistent features are expected in order to ensure that each scheme of learning successfully:
- Maps out learning objectives and plans to meet them
- Plans the implementation of SDP initiatives
- Ensures material is covered in appropriate depth and with appropriate allocations of time
- Monitors the progress of a course against the original plan

- Supports and guides other members of staff/cover teachers in the event of an unexpected absence
- Sets out the curricular pathway for students and provides a guide for revision
- KS4 & KS5: Ensures that all syllabus statements are taught

BSGC schemes of learning **must**:
- Take into consideration the number of teaching weeks per year, per year group
- Include the week or lesson number
- Include the planned timing of tests
- Include learning objectives / syllabus statements per week or per lesson
- Build on the work from the previous year (7 to 8 to 9; 10 to 11)
- Include gold, silver and bronze success criteria
- Include Opportunities to Fly

BSGC schemes of learning **may**:
- Include a brief description of the tasks
- Include homework
- Include resources e.g. books, equipment, web pages

Other considerations
- Y7 – 10 schemes should reflect the fact that there are approximately 35 (out of 39) teaching weeks per year.
- Y11 - 13 schemes should reflect the fact that there are approximately 29 (out of 39) teaching weeks per year.

Sample schemes of learning can be found in Appendix 1.

Lesson plans

A **lesson plan** is a step-by-step guide that provides structure for essential learning. Not all lessons need to show evidence of a written plan however they must show evidence of being planned and the teacher must follow the scheme of learning to ensure that the lesson plan fulfils its aims to:

- share learning objectives and success criteria
- provide appropriate opportunities for students to fulfil the learning objectives and differentiated success criteria
- provide opportunities for summative/and or formative assessment (see Assessment, Tracking, Recording and Reporting Document).

Sample lesson plans can be found in Appendix 2.

BSGC Teaching Requirements

BSGC teaching requirements are central to successful and effective teaching.

They include:
- Learning objectives and success criteria
- Rosenshine's principles of instruction
- Opportunities to fly

Learning objectives, success criteria and opportunities to fly must be included in schemes of learning. Application of Rosenshine's principles must be evident in teaching and may be included in short and/or long term planning.

Learning objectives and success criteria
In order to have effective planning that considers all students, it is essential to have well thought out learning objectives and differentiated success criteria. These are expected for all lessons and should be shared with students.

Learning Objectives – Learning objectives are clear and precise outcomes to be achieved, in general terms, by all students. When setting objectives, it is important that teachers make a clear distinction between what students will *do* in the lesson and what they will *learn*. Beginning a learning objective with the words "To be able to…" is a simple and effective way of ensuring your objective really is a learning objective and not a description of the activity. If you cannot use "To be able to…" the following stems may be helpful: students will…know that/ develop/ understand how / understand why/ be aware of. Learning objectives may be specific to a particular lesson or may extend over several lessons.

Success Criteria – Success criteria break down the learning objectives into differentiated learning outcomes against which students' learning can be evaluated. Building appropriate success criteria into short-term planning is vital to ensure a focus on learning as opposed to activities. Throughout the lesson, success criteria should be shared with students so that they know what they need to do in order to demonstrate success. Success criteria should:
- be based on the learning objectives
- shape the teaching and modelling and provide focus whilst students are working
- provide the key focus for feedback and assessment
- have three levels – Gold, Silver, Bronze – aimed at More Able and differentiated downward to include two more categories. Bloom's taxonomy and terminology is useful in developing precise and appropriate criteria. (See Appendix 3)

When planning teachers must consider:
- What students will have learned and what they will be able to do at the end of the lesson that they could not do before
- Where they will revisit material to ensure that learning is retained
- How students will demonstrate that they have met the learning objectives and avoid simply focussing on task completion
- How it can be clear to students what good quality work will look like
- Guidelines for writing learning objective and success criteria can be found in Appendix 4.

Opportunities to Fly (OTF)
Opportunities to fly are activities that promote higher levels of thinking. OTFs are discrete, planned moments where learning is open-ended or extremely challenging. In OTF lessons the methods used should stress use rather than acquisition of information. Students should analyse information and apply it to new situations, use it to develop new ideas, evaluate its appropriateness, and perhaps use it to develop new products. OTFs encourage our students, particularly our higher achievers, to take a step into the unknown and to enhance their confidence, utilise higher order thinking skills and develop creative solutions when the outcome is unknown.

OTFs are included in teachers' planning. They can last from part of a lesson to a series of lessons but are not set as homework tasks. Guidelines for planning OTFs can be found in Appendix 5.

Calm Classroom Procedures

Our behaviour management procedures are designed to cultivate a positive and purposeful classroom culture in which every student can learn effectively. By implementing proactive, precise, and consistent strategies, we aim to minimise low-level disruption and maintain a calm, focused learning environment. At the same time, we foster high expectations for active engagement from the very start of each lesson, ensuring that all students participate meaningfully and contribute to a vibrant, supportive school community.

Behaviour checklist
Teachers have in place the steps on the behaviour checklist to ensure that the entry and exit procedures from classrooms is identical from one class to the next. HoDs will monitor implementation of behaviour checklists. Have your school email open. (Appendix 6)

Pre-emptive strategies
In any lesson, most situations will require teachers to stay in the pre-emption stage of behaviour management.
- Teachers insist on one voice for instructions, explanations and discussions.
- Teachers circulate and support.
- Teachers remain calm at all times.

If undesirable behaviour is observed, teachers use the following pre-emptive strategies:

- **Least invasive intervention:** hand signal, eye contact, facial expression, shake head, tap on desk, sharp pause or clicking.
- **Unnamed and positive reinforcement:** "I'm waiting for a few of you to listen. Thank you for listening, Maria. Well done, Jose".
- **Named:** "Juan, I need you to face the front and listen now."

(For more strategies on calm classroom management, see Appendix 7**.**)

De-escalation by staff
If a student continues to show poor behaviour teachers work with them to de-escalate the situation and re-focus on learning. This means:

i) **A quiet word 1 - Reminder of expectations:**
- Use low volume, non-public (next to the student) behaviour management techniques.
- Explain calmly what you need e.g. "This is the behaviour I would like to see... You now need to..."
- If necessary, add "We will talk about this at the end of the lesson". This restorative conversation will take place in private and as soon as possible after the lesson.

If the undesirable behaviour continues:

ii) **A quiet word 2 – Second reminder of expectations and warning:**
- As above, reminding the student of expectations
- Warn the student, "If this continues, you will be asked to stand outside to reset,"
- Add "We will talk about this at the end of the lesson". A restorative conversation will take place in private and as soon as possible after the lesson.

If the undesirable behaviour continues:

iii) **Reset**
- Calmly, inform the student that, as their poor behaviour choices have continued, they must leave the classroom for a few minutes to reflect on the expectations.

- A restorative conversation will take place in private and as soon as possible after the lesson.

(For a flow diagram of the procedures, see Appendix 8.)

NB: Teachers can use their discretion to decide if a behaviour requires a reset opportunity and/or removal or whether it can be continue to be managed with pre-emptive strategies and de-escalation techniques. It is recommended that teachers record a short summary of the reason for any restorative conversation in planners or send an email home via the Head of Department.

Removal and after-school detention

If the student returns and the undesirable behaviour continues, or they mess around whilst "resetting", calmly inform the student that, as their poor behaviour choices have continued, a manager is on their way to remove them. This is at the teacher's discretion.

Removal Procedure

- The teacher sends an email to the "On Call" group with "OC {{Name of Room}} {{Name of student}}" in the subject line e.g. *OC HUM Bill Bryson*. No other information is necessary. An available middle manager will "Reply all" to confirm that they are on their way.
- The teacher sets an after-school detention.
- The teacher has a restorative conversation with the student after the lesson. This conversation takes place immediately or at a different time that is more convenient for the teacher, but should be as soon as possible after the lesson. The HoD may or may not be present for this meeting.
- During the removal, the student completes a reflection activity in preparation for the restorative conversation.
- The student must catch up on the work missed.

Two removals

If a student is removed from the same subject twice, a restorative conversation takes place with the HoD and an email is sent home. If the problem continues, parents are invited to a meeting with the HoD and the student may be put on a subject target sheet.

Students routinely removed from multiple subjects will be escalated as "concern students" to the Student Team and an appropriate intervention put in place.

TERM 2:1

Scheme of work: Drama: Hamlet by William Shakespeare

Year: 8

Week	Lesson Content	Learning Objectives	Success Criteria	Key words
1	L 1: Ghosts in literature	To understand how ghosts appear in Hamlet	Bronze: I can name some famous ghosts in literature Silver: I can predict the importance of ghosts in Hamlet Gold: I can make links between Hamlet's ghost and other famous ghosts	Ghosts Prophecy Foreshadow Pathetic Fallacy
	L 2: How are the characters presented	To understand the relationships between the main characters	Bronze: I can use the correct vocabulary to talk about family relationships Silver: I can show the relationships between the main characters of the play Gold: I can describe some character traits of the main characters in Polonius' family	Court Chief Counsellor
	L 3: Soliloquy – 'I am thy father's spirit' Act 1 S 5	To explore the plot of a Shakespeare play through drama To understand the relationship Hamlet has with the ghost	Bronze: I can support my point by picking out relevant evidence form the text to support it. Silver: I can explain why the language used is effective. Gold: I can write a detailed and developed explanation of the evidence	Revenge Vengeance Incest

AS BIOLOGY

UNIT 2 – Cells, Development, Biodiversity and Conservation

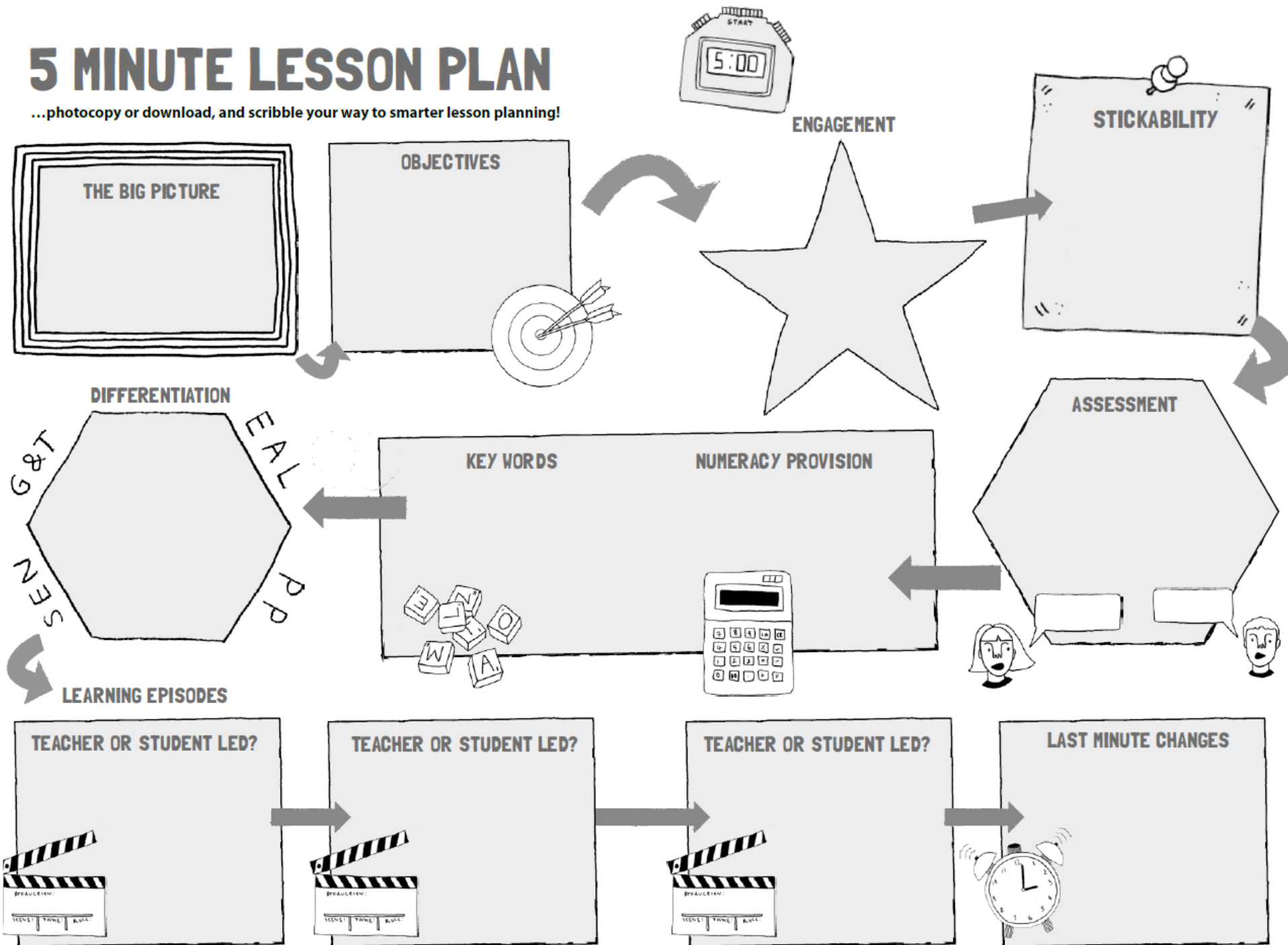TOPIC 3 – Cell structure, reproduction and development

WEEKS 15 - 22

	Specification reference	Activity	Success criteria	Homework	Student book page no.
1	Ultrastructure of eukaryotic cells 3.1 know that all living organisms are made of cells, sharing some common features 3.3 (i) know the ultrastructure of eukaryotic cells, including nucleus, nucleolus, ribosomes, rough and smooth endoplasmic reticulum, mitochondria, centrioles, lysosomes and Golgi apparatus (ii) understand the function of the organelles listed in (i) 3.6 be able to recognise the organelles in 3.3 from electron microscope (EM) images	Define eukaryotic and give examples of eukaryotic cells Discuss the advantages and disadvantages of light and electron microscopes Tabulate structure to function for the main organelles of a eukaryotic cell	**Bronze** Define a eukaryotic cell as one which contains a true nucleus. Describe the ultrastructure of an animal cell. **Silver** Define a eukaryotic cell as one which has a true nucleus and in which membrane bound organelles are found. Describe the ultrastructure of an animal cell and give two advantages and disadvantages of light and electron microscopes. **Gold** Define a eukaryotic cell as one which has a true nucleus and in which membrane bound organelles are found and understand that sequestering chemicals and enzymes within an organelle allows processes to occur at their optimum rate. Describe the ultrastructure of an animal cell and suggests the advantages and disadvantages of light and electron microscopes.	Cellular organisation activity (lesson 4)	134 – 143

Appendix 2 – Sample Lesson Plan

	TIME (mins)	
Review of previous learning / starter activity	10	This could be a quick review activity (e.g. short specific questions, groups discussion about key themes remembered and then shared with the teacher, a vocabulary game like words on foreheads, a 30 second summary by a student)
Introduction of lesson topic	5 - 10	Share lesson heading, learning objectives and success criteria. Ask students to write down the heading and date. Distribute all worksheets/information needed whilst students write the heading and date. Ensure all key information is shared on any handouts so all students have all the information needed.
Key lesson content	10 – 15	Share the key information (e.g. through a powerpoint, a video and directed questions, a reading comprehension exercise).
Main activity	30	Provide differentiated activities for students to access the key information in different ways. Students can start at bronze and jump to gold or start at gold etc.
Plenary	10	Review students' learning by going over answers, asking a student to summarise their learning etc.

5 MINUTE LESSON PLAN

...photocopy or download, and scribble your way to smarter lesson planning!

5:00 START

ENGAGEMENT

STICKABILITY

THE BIG PICTURE

OBJECTIVES

DIFFERENTIATION

G&T

SEN

EAL

PP

ASSESSMENT

KEY WORDS

NUMERACY PROVISION

LEARNING EPISODES

TEACHER OR STUDENT LED?

TEACHER OR STUDENT LED?

TEACHER OR STUDENT LED?

LAST MINUTE CHANGES

Appendix 3 – Bloom's Taxonomy

Lesson objective stems linked to Bloom's Taxonomy

Level 3	Remembering
Level 4	Understanding
Level 5	Applying
Level 6	Analysing
Level 7	Evaluating
Level 8	Creating

Level 3				
	Choose	Define	Describe	Find	How
	Identify	Label	List	Locate	Match
	Name	Omit	Recall	Recite	Memorise
	Relate	Select	State	Tell	Recognise
	When	where	Which	Who	What
	Why				

Level 4			
	Classify	Compare	Contrast	Defend
	Demonstrate	Distinguish	Explain	Express
	Extend	Give example	Illustrate	Indicate
	Infer	Interpret	Interrelate	Judge
	Match	Outline	Relate	Rephrase
	rewrite	Show	Summarise	Translate

Level 5			
	Apply	Build	Choose	Construct
	Develop	Dramatise	Explain	Generalise
	Give example	Identify	Interview	Judge
	Make use of	Model	Organise	Plan
	Prepare	Produce	show	Sketch
	Solve	Use	Utilise	

Level 6			
	Analyse	Assume	Categorise	Classify
	Compare	Contrast	Differentiate	Discover
	Dissect	Distinguish	Divide	Examine
	Function	Identify	Inference	Inspect
	List	Relationships	Simplify	Survey

Level 7			
	Agree	Appraise	Assess	Award
	Choose	Compare	Conclude	Criticise
	Criteria	Decide	Deduct	Determine
	Disprove	Dispute	Estimate	Evaluate
	Explain	Importance	Influence	Interpret
	Judge	Justify	Measure	Opinion
	Perceive	Predict		

Level 8			
	Adapt	Build	Change	Combine
	Compile	Construct	Compose	Create
	Develop	Design	Elaborate	Estimate
	Formulate	Happen	Hypothesize	Imagine
	Improve	Invent	Maximise	Minimise
	modify	Original	Plan	Produce

Learning Objectives

A learning objective describes what learners should know, understand or be able to do by the end of the lesson or a series of lessons.

Learning Objectives that focus on Knowledge
Thinking about the different kinds of knowledge that are required in a particular situation will help teachers design their learning objectives. For example
- knowledge *about* a particular topic *(able to identify different types of energy)*
- knowledge of *how* something is done, of the steps involved in producing something
  (Be able to construct a pie graph)
- knowledge of *why* something happens *(be able to explain why rabbits are an ecological disaster)*
- knowledge of *what* causes something to happen *(be able to describe what causes thunderstorms)*

Learning Objectives that focus on Understanding
Understanding builds on knowledge and requires some kind of processing. For instance, a learner might be able to list the causes of an historical event - thereby showing knowledge of them - but understanding requires analysis and, perhaps, interpretation.
Understanding, then, is of a higher cognitive order than knowledge. For example
- *be able to understand the causes of an historical event*
- *understand the effects of diet on health*
- *understand how persuasive language can position the reader to agree with the author*
- *be able to understand how the internet can be used for research purposes*
- *understand what happens when our bodies consume carbohydrates*
- *understand why X causes Y.*

Learning Objectives that focus on Skills
Learning objectives that focus on skills always start with the words 'to be able to' followed by a verb. For example,

- *to be able to write a an account*
- *to be able to solve a problem using more than one strategy*
- *to be able to work as part of a team*
- *to be able to identify persuasive strategies used by the author or an argument*
- *to be able to experiment with a variety of media in order to achieve a stated effect*

Often learning intentions that focus on skills will also imply the acquisition of certain knowledge or understanding. For instance, to be able to write a report, learners must have knowledge of the structures and features of a report.

Success criteria

These are measures used to determine whether and how well a learner has met the learning objective that is how the learning will be assessed. The focus is on learning as opposed to activities.
What will my students have learned and what will they be able to do at the end of the lesson that they could not do before?
How can I make it clear to students what good quality work will look like (and avoid simply focussing on task completion)?

Success Criteria should have three levels – Gold, Silver, Bronze – aimed at More Able and differentiated downward to include two more categories.
Effective Success Criteria:

- are written in language that learners understand.
- are specific to an activity.
- provide a **scaffold** and focus for learners while engaged in the activity.
- are used as the basis for teacher **feedback**, peer feedback and self-assessment.
- focus on the learning and not on aspects of behaviour (eg paying attention, contributing, meeting deadlines etc.).
- are supported, where necessary, by exemplars or work samples which make their meaning clear (WAGOLLs – what a good one looks like)

Success Criteria are not:
- a completed worksheet
- a finished assignment
- 10 questions
- a poster
- a PowerPoint slide show

These are the means by which students demonstrate the success criteria; they are not success criteria in themselves.

WAGOLL planning

Learning objective: *To know about the structure of the Earth*

Success criteria:

- **Gold** *choose 2 layers and compare and contrast their characteristics using key words and connectives*

- **Silver** *add to your diagram at least one of the characteristics of each of the layers so you can describe what it is like*

- **Bronze** *draw and label a diagram to show the structure of the earth, name the layers and sequence them into the correct order*

Opportunities to Fly

These are discrete, planned moments where learning is open-ended or extremely challenging. Opportunities to fly (OTF) are included in teachers' planning at least twice per academic year for each year group in each subject. They can last from part of a lesson to a series of lessons but are not set as homework tasks.

They allow our More Able (MA) learners in particular to take a step into the unknown and to enhance their confidence, utilise higher order thinking skills and develop creative solutions when the outcome is unknown. In order to achieve this staff should aim to incorporate the following elements into their OTF, in addition to choice, challenge and collaboration:

- Creativity **-** OTF should encourage creative thinking or encourage students to come up with their own solutions or ideas to given scenarios. Creativity is not about paintbrushes and poems. MA students tend to be out-of-the-box learners, so they often need alternative ways to process new concepts and information. Creativity is a way of thinking and an attitude. OTFs may not, therefore, have a known outcome but focus on finding solutions or contain a problem-solving element. The emphasis is on the process and not the outcome.

- Curiosity - MA students can be given a chance to explore their interests and follow their curiosity. Any opportunity to draw on student interest will greatly aid their growth and learning. Student engagement propels authentic learning experiences. Teachers play a critical role not only in encouraging student interests and linking them to the curriculum, but also in helping them to discover new interests.

After an Opportunity to Fly
Self-assessment helps students to reflect on what they have learned. Writing a paragraph about what they take away from a lesson can help them to see their progress and own it. MA learners need this kind of visual record. Becoming conscious of what they know and how they came to know it makes them more aware of their learning process.

Having a success criteria list for a project helps students monitor their progress. For example, a list for a project on the science of flight could include the following criteria:
1. My project draws on at least two books and two websites.
2. My final project includes at least one of da Vinci's designs and explains what made it aerodynamic and what its limitations were as a flying machine.
3. My airplane design addresses the concepts of weight, lift, thrust, and drag.

Appendix 6 – Behaviour Checklist

Behaviour Checklist

	Strategy	
Before	Teacher at lesson when bell sounds.	
	Seating plan prepared and displayed.	
	Teacher at door, with controlled entry.	
	Clarification of basic expectations to students, prior to entry.	
Start	Settler activity.	
During	Pre-emptive strategies	
	De-escalation	
	Reprimands in private, including not publicly displaying the sanction tick list .	
	Students not allowed out of classroom during lesson time.	
After	Controlled departure - chairs under tables, stand behind chairs, leave quietly and when instructed.	
	Restorative conversations in private.	

Appendix 7 – Calm Classrooms: Behaviour management techniques

Front loading means of participation (FLMOP)
Make expectations clear by stating them at the beginning of an instructions e.g. "Without talking, take out your exercise books"; "In a moment, I'm going to count down from five and ask you to silently put your pens down and face the front".

Avoid filling the silence
If students are working quietly, avoid introducing noise into the room. Introducing noise and failing to maintain the silence subconsciously communicates that the norm in this social space is "noise".

Least invasive intervention
Where students need to be challenged, we start with whichever intervention is least likely to disturb the rest of the room. This is because we don't want to normalize the undesirable behaviour or introduce noise into the room.

Looking
Wherever we are in the classroom and whatever it is we are doing, we should always aim to keep our heads up and look around the room. If we do not do so, we will not spot issues as they develop, and could end up having to deal with more substantial disturbances further down the line.

Being Seen looking
Teachers don't just need to look at their students they also need to be seen to be looking. Students need to know that their teachers are watching hem and will spot them if they start misbehaving or going off task.

Perch
This is the position at the front corner of the room form where you can Look and be Seen looking effectively. It should be our default position whenever we are explaining things, asking questions, issuing instructions or using mini-whiteboards.

Circulation
When circulating we need to make sure that we maintain a physical positioning and style of walking that allows us to maintain our Looking and Being Seen looking. If we are struggling with keeping a class quiet as they work, we should consider not leaving our Perch at all.

Adam Boxer, Carousel Teaching 2025

Appendix 8 – Behaviour Management Flow Diagram

Behaviour checklist in place

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Pre-emption strategies:
- Silent non-verbal
- Unnamed +ve reinforcement
- Named reminder of expectations

↙ **Behaviour improves**

↓ **Behaviour does not improve**

↓

De-escalation strategy: A quiet word 1
Reminder of expectations

Optional → **Restorative conversation** after the lesson

↙ **Behaviour improves**

↓ **Behaviour does not improve**

↓

De-escalation strategy: A quiet word 2
Second reminder of expectations AND warning

→ **Restorative conversation** after the lesson

↙ **Behaviour improves**

↓ **Behaviour does not improve**

↓

Reset:
Outside the classroom

→ **Restorative conversation** after the lesson

↙ **Behaviour improves**

↓ **Behaviour does not improve**

↓

Removal and after-school detention
(at teacher discretion)

→ **Restorative conversation** after the lesson