

A shared, consistent approach to Behaviours for Learning (BfL) doesn't just reduce disruption, it builds trust, safety, and high expectations across the school. At Channing, our four non-negotiables, the Channing Promise, and our Rewards and Sanctions system give us a clear foundation. But to make them work, we must all align on the norms that govern daily classroom life, and teach them deliberately.



### What is Norm Alignment?

According to Peps Mccrea, norm alignment means that everyone, staff and students, knows what is expected and sees it consistently reinforced. As research from the Chartered College of Teaching highlights, students calibrate their behaviour not just from rules, but from what they see as normal (e.g. how lessons start, what happens if they are late, consistent seating plans, expectations about classroom participation, use of merits and de-merits, how lessons end etc...)

"When staff pull in the same direction, students don't have to guess. They just get on with learning."

### Why It Matters



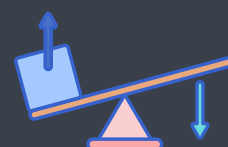
- Reduces cognitive load: Clear routines and consistent responses allow students to focus on learning.
- Builds a calm, safe culture: Predictable boundaries reduce anxiety and increase confidence.
- Improves equity: Students experience consistency regardless of teacher, subject or room.

### Three levers for norm alignment



#### 1. Teach behaviour as curriculum

- Establish and explicitly teach routines (entry, discussion, transitions, pack away).
- Use "I want you to... so that we can..." language.
- Model, rehearse, and revisit routines — they are not a one-off.



#### 2. Use consistent, positive language

- Narrate the positive: "Thank you, team one — you're ready to learn."
- Correct calmly and assertively: "Sophie, I need you focused now. Thank you."
- Frame with purpose: "We work in silence here so everyone can think."



#### 3. Align across the school

- Use the 4 non-negotiables in every room, insist on them, kindly and consistently.
- Reference the Channing Promise to connect behaviour with values.
- Trust the system: give demerits/sanctions in line with the policy, not as a last resort, but as a shared tool for learning.



### Reflection Questions

- What positive norms am I consistently reinforcing?
- Do my students know exactly what's expected — and why?
- How do my routines align with our whole-school approach?
- When and how do I deliberately practise and refine my BfL language?
- Am I using correction and praise language that aligns with our agreed whole-school norms?

