



CHAPTER EIGHT

Checklists: Guiding students

T – When getting to know the students:

- Learn the names of key students across the department, not just those you teach.
- Visit lessons regularly so students become familiar with your presence.
- Follow through on promises made to students, teachers, parents and carers.
- Check in with students after concerns, conversations or interventions.
- Be professionally curious about what is happening in classrooms and exercise books.
- Make time to recognise effort, improvement and success.
- Create opportunities that show students you are invested in their progress.
- Correct students with kindness and consistency.
- Build relationships through visibility rather than one-off events.
- Show students that you are their champion and want them to succeed.

D – When completing daily behaviour checks:

- Visit classrooms regularly throughout the day.
- Prioritise classes, corridors or year groups where concerns have been raised.
- Look for patterns rather than isolated incidents.
- Check that department expectations are being applied consistently.
- Follow up on behaviour concerns as soon as possible.
- Speak to teachers to gather context before making judgements.
- Support staff with behaviour issues rather than simply monitoring them.
- Record recurring concerns and identify trends across the department.
- Recognise classes and students who are meeting expectations consistently.
- Use daily checks to stay informed and proactive rather than reactive.

W – When visiting key classes for climate walks:

- Identify priority classes, teachers or year groups before the walk.
- Enter the room quietly and position yourself where you can see the whole class.
- Check that students are settled and ready to learn.
- Observe levels of participation and engagement across the room.
- Look for consistency in behaviour expectations and routines.
- Scan for signs of low-level disruption or disengagement.
- Check that students have the resources and equipment they need.
- Speak briefly to selected students about their learning where appropriate.
- Look through student work to gauge quality, completion and presentation.
- Leave without disrupting the flow of the lesson.
- Follow up any concerns or successes promptly with the teacher.
- Record patterns over time rather than relying on a single visit.



Five Steps Ahead

W – When carrying out individual conversations with students:

- Hold conversations as close to the behaviour incident as possible.
- Meet students individually and away from their peers where appropriate.
- Explain clearly why you are speaking to them.
- Focus on specific behaviours and choices rather than the student's character.
- Allow students to explain their perspective before reaching conclusions.
- Reinforce expectations and the standards you expect moving forward.
- Use examples and previous incidents where relevant to build understanding.
- Agree clear next steps and actions with the student.
- Follow up with teachers to monitor whether behaviour improves.
- Escalate concerns where patterns persist despite intervention.
- Balance challenge with support so students feel both accountable and valued.

Y – When completing student voice activities:

- Decide on a small number of focused questions before gathering feedback.
- Ask questions that help you understand students' experiences of the department.
- Collect feedback from a range of students, year groups and classes.
- Use a mixture of methods, including meetings, surveys and informal conversations.
- Look for themes and patterns rather than individual comments.
- Combine student feedback with your own professional judgement.
- Share trends and patterns with staff in a neutral and constructive way.
- Avoid attributing comments to individual students.
- Consider how student perceptions align with the department vision.
- Use findings to refine practice and improve consistency across classrooms.

D – When becoming middle-leader aware of student behaviour:

- Stay visible around the department and wider school.
- Ask staff regularly about behaviour trends and emerging concerns.
- Learn when behaviour typically dips within your context.
- Identify patterns across classes, year groups and cohorts.
- Use information from climate walks, student voice and corridor conversations.
- Work closely with pastoral teams and other key staff.
- Be proactive when patterns emerge rather than waiting for issues to escalate.
- Consider the wider context affecting students and classes.
- Bring together information from multiple sources before making decisions.
- Use your understanding of the student body to support staff and maintain consistency.