



Behaviour for Learning Policy and Procedures

Date Last Reviewed: January 2017
Reviewed by: Secondary Principal
Approved by: CEO
Next Review Due: January 2019

1. GENERAL PRINCIPLES

Maltby Academy serves a diverse community with a complexity of need, differing aspiration and expectations of education and support. This diverse community provides a rich opportunity to emulate real life and encourage the children and young people to be independent, resilient learners. As the constant, the Academy is committed to raising standards and achievement by ensuring that every individual is given the opportunity to develop their full potential. This is achieved through high quality teaching and learning, recognising and celebrating achievement and by rigorously tackling underperformance. We believe that, 'All Maltby's young people are as good as, if not better than, anyone, anywhere' and are committed to providing a learning experience which is inclusive and meets the needs, aspirations and aptitudes of all our children and young people to be the best that they can be.

We encourage all members of the Academy to accept personal responsibility for their actions, to be truthful and self-disciplined. High standards of behaviour and punctuality will be secured through continuously developing a climate for learning, which is socially inclusive and which emphasises consideration and respect for others. In the classroom, and beyond it, this emphasis is supported through teaching that develops each young person's ability to become more independent and resilient. Our reward system recognises positive achievements and contributions.

We believe that every student has the right to learn and every teacher, the right to teach. Our Behaviour for Learning policy emphasises the need for everyone to take responsibility for their behaviour and to support the learning of others. In classrooms, we have developed a set of routines to focus clearly on being ready for learning and have Behaviour for Learning steps which enable students the opportunities to recognise and rectify their behaviour before being removed from the classroom.

The Academy has a comprehensive set of rewards which are given to students who excel, demonstrate sustained improvement or improve their learning. Conversely, we acknowledge that there will be occasions when we must apply sanctions. The Academy will take action, in the same way as we would in school, if the behaviour of a student outside school, brings the school name into disrepute.

The Academy works in partnership with parents/carers to secure a positive climate for learning and foster the highest quality learning environment to ensure progress. The intent is to enable children and young people to make the right choices to effect the next stage in their learning.

Standards of behaviour in the Academy are governed by our collective actions; we depend upon each other. All staff have a professional responsibility to follow the guidelines set out in this policy. The policy will be reviewed annually.

2. AIMS OF THE POLICY

This policy will:

1. Ensure that all teaching staff engage and motivate young people and promote the highest standards of behaviour, by differentiating the learning experience and meeting the learning needs.

2. Ensure that all staff motivate children and young people and promote the highest standards of behaviour, within the context of learning, by using a variety of rewards to recognise positive contributions, behaviours and achievement.
3. Enable all adults to use the common language for learning, so behaviour and punctuality are consistently addressed, through a focus on developing as an effective learner.
4. Encourage all children and young people to value themselves, their efforts, their teaching group, tutor group and their school.
5. Ensure that all staff, students and parents/carers have a clear understanding of the consequences of poor behaviour that affect learning.

Academy leaders believe that in order to enable effective teaching and learning to take place, good behaviour in all aspects of Academy life is necessary. The Academy seeks to create a caring, learning environment by:

- Promoting good behaviour;
- Promoting self-esteem, self-discipline, proper regard for authority and positive relationships based on mutual respect;
- Ensuring the fairness of treatment for all;
- Encouraging consistency of response to both positive and negative behaviour
- Promoting early intervention;
- Providing a safe environment free from disruption, violence, bullying and any form of harassment;
- Encouraging a positive relationship with parents and carers to develop a shared approach, involving them in the implementation of the Academy's policy and associated procedures;
- Acknowledging that good student behaviour, linked with high standards of attainment, is of paramount importance to all;
- Recognising responsibility for good student behaviour is a corporate responsibility and cannot be attributed to any one stakeholder group. It is the responsibility of Governors, Senior Leaders, Teaching Staff, Support Staff, Parents/Carers and most importantly, the students themselves.

3. PROMOTING POSITIVE RELATIONSHIPS, GOOD BEHAVIOUR AND TACKLING LOW LEVEL DISRUPTION

The Academy environment promotes an atmosphere, where children and young people benefit from positive relationships with other students and staff. Students respond more positively when staff actively foster positive relationships based upon trust and mutual respect. Beyond planning to provide engaging learning activities, teaching and non-teaching staff should plan and rehearse strategies for dealing with unwanted behaviour. This is important because our successes in promoting co-operation and in de-escalating conflict have a huge impact on the amount and the quality of learning taking place in our classrooms.

Planning, in this way, helps staff to remain calm, assertive and decisive. An assertive teacher or professional's verbal and body language convey expectation, e.g. that he/she expects good behaviour.

'Appendix A' contains advice, including modelling, of teacher/support staff techniques for de-escalating conflict in or beyond the classroom.

Staff must ensure the following are addressed in lesson and non-lesson time in order to avoid unnecessary triggers or opportunities for disruptive behaviour thereby establishing an effective and purposeful climate for learning:

- Establish and maintain a **consistent routine for lining up** groups on entry to the learning space; meeting and greeting before the learning commences. Interaction must be positive, engaging and purposeful in order to 'set the tone' for the learning.
- Establish and maintain a **consistent routine for an orderly end to the learning and exit from the learning space** e.g. students pack away when instructed to do so (not by student choice), teachers ensure silent dismissal by row or by 'exit card' if used as an assessment for learning technique.
- **Keep live, pre-planned seating plans** where each student is allocated a seating position in the class based on a number of factors e.g. ability, learning need, positive working partnership, specific contribution to group work or need for isolation as part of planned intervention. Seating plans are available in every teachers' 'Live File' and indicate the level the student is currently working at, aspirational target, learning need and level of intervention. Enabling students free choice of seating does not always promote the most effective learning and can negatively influence the climate for learning.
- **Model high expectations of behaviour and the academic capabilities of the young people** – the adult must model, recognise and fairly reward the '**can do**' attitude of every student which must underpin every learning experience.
- **Be prepared through well planned, appropriately resourced and engaging learning experiences.** All teachers must apply the Academy teaching and learning policy. Equipment must be ready and resources laid out before the students arrive to learn.
- **Read, understand and address the requirements of the Individual Learning Plan (ILP)** in every lesson for those children and young people who have one assigned. Adults must have due regard for those who require specific learning resources, personalised learning strategies or specific adjustments needed for the context. It is an expectation that the teacher plans carefully with the 'Other Adult' and communicates effectively with the student's Key Worker in order to ensure the student engages fully in the mainstream learning environment.
- **Apply appropriate, transparent and regular use of the rewards system.** Achievement points, postcards and positive phone calls home to be used to recognise achievement. There must be a balance between application of the behaviour consequences and allocation of rewards.
- **Use appropriate praise and positive reinforcement through 'catching them being good'.** This helps to build self-esteem, mutual respect and trust.
- **Uphold clear rules of the classroom, communal and corridor environment** which are communicated and applied consistently well by all adults. Never walk past a student who is not following Academy expectations. The Academy adapts the 'Deal or Pass On' notion when challenging students who do not meet expectations.

It is the responsibility of all teachers, including Associate Professionals, visitors and Governors to model and promote good behaviour. Staff are role models in this process and should demonstrate the behaviour we expect from students by the way we behave towards them and colleagues. High expectations are at the heart of the Academy.

Professionals influence the actions of students both by direct communication with students and through observed actions. The pride professionals show in their dress, the positive verbal and body language is crucial in fostering the desired responses from students. In

promoting good behaviour, professionals aim to develop the following attitudes in our students:

- Respect for self and for all others;
- High self-esteem and self-confidence;
- Co-operation;
- Independence;
- A desire to achieve;
- Self-motivation and high expectations;
- Self-discipline;
- Resilience.

It is the responsibility of the staff to:

- Develop an achievement culture ('can do' attitude) through regular praise/rewards;
- Be prepared to listen to students, understand them, their interests and their needs;
- Behave in a calm, dignified yet assertive manner;
- Focus on the behaviour not the person;
- Rehearse strategies for dealing with low level disruption so that all staff become skilled in de-escalating conflict;
- Constantly analyse and develop skills and attitudes when interacting with young people, observing and sharing good practice;
- Avoid stereotyped or pre-conceived judgments about young people;
- Celebrate cultural diversity within the student body and wider community.

Where staff intervention is required, this is best done by avoiding immediate use of the Academy Behaviour Consequences System. The Behaviour Consequences System can quickly escalate the problem because if the teacher rapidly 'raises the stakes', many students will respond accordingly. It is far better to employ a range of verbal and non-verbal cues such as:

- Tactical ignoring to be picked up later;
- Non-verbal signals (e.g. 'the look');
- Move closer;
- Say names;
- Use humour;
- Tell them what you want them to do (i.e. clear and simple statement of behaviour);
- Catch student behaving appropriately and praise;
- Praise appropriate behaviour of nearby student;
- Distract onto task/away from inappropriate behaviour;
- Re-explain and organise task for the student;
- Ask the student to undertake a specific task for you;
- Ask about relevant rule;
- Restate relevant rule;
- Modify or change activity;
- Informally move or change group setting;

Additional strategies to be used as required:

- Name – pause – direction;
- Give start up time (expectation of compliance);
- Keep the focus on the primary or original behaviour/issue (i.e. don't be deflected onto secondary behaviour/issue);
- Broken record technique (Different words but repeating same message);

- Use the language of choice, remind of consequences ('If you choose to....then...');
- Use 'I messages' ('I – your feeling – their behaviour – what they need to do instead').

To do this, staff use assertive communication skills such as:

- Non-verbal cues;
- Eye contact;
- Closing the space;
- Using gesture;
- Maintaining a quiet/ calm tone of voice;
- Verbal scripts;
- Learning and using names;
- Circulating the room;
- No hands up questioning;

And assertive language such as:

- 'I need you to . . .'
- 'I understand that you want to . . .'
- 'Concentrate on your work, thank you'
- 'You are coming into the room quietly and getting your starter activity without me having to help you. Well done.'
- 'Well done to Chris, Mark and Steph for getting on with work quietly.'
- 'If you choose to continue in that way you will be choosing to be sent to P2.'

4. PRAISE AND REWARDS

We all respond positively to praise which is most effective when it is:

- Spontaneous and credible;
- Clearly linked to achievement or accomplishment;
- Personalised to the individual.

Types of Reward include:

- Praise;
- Positive phone calls home;
- Postcards;
- Achievement Points;
- Trips, Activities and Awards;
- Subject Champion, House Champion and Breakfast with the Principal;
- Examination success.

Reasons for Rewards may include, although not limited to:

- Full and sustained engagement with learning in the classroom;
- Representing the Academy - taking part in sports, STEM or enterprise, visits, trips, extra-curricular clubs, by being an ambassador for the Academy or achievement of Student Pledges;
- High Attendance/Most Improved Attendance;
- Community and charity involvement.

5. CONSISTENT APPLICATION OF THE BEHAVIOUR POLICY

Consistency will be achieved by:

- All staff sharing a positive, not a repressive ethos to managing behaviour;
- All staff embracing and adopting the advice and the principles of this policy;
- All staff regularly reminding students of the need to engage with learning;
- All staff providing constant reminders and intervention about classroom/learning environment/corridor expectations; and
- All senior staff regularly reminding students of expectations and sanctions.

6. LEARNING EXPECTATIONS

These are displayed on the walls of all classrooms, in the student planner and are constantly referred to by all staff working with students at the Academy.

OUR LEARNING EXPECTATIONS

We will:

- Attend regularly and arrive to lessons on time;
- Be prepared for learning with the correct equipment;
- Be active in lessons and try different ways to learn;
- Listen carefully and act courteously to debate and challenge;
- Make improvements to our work following feedback and advice;
- Take pride in our work and meet the presentational standards;
- Complete preparatory learning and homework;
- Be resilient; never give up and try again to improve.

OUR 'ENGAGEMENT IN LEARNING' STANDARDS

The level of student engagement in their learning is shared, insisted upon and assessed according to the following criteria. At each Learning Cycle (achievement data collection) for every year group, the following benchmark is used against which teaching staff assess a student's 'can do attitude' and their commitment to learning. The 4-1 scale was devised in consultation with students and is used to generate end of term rewards, awards and engage in a purposeful dialogue with students and parents/carers about their engagement with their learning.

Level for EIL	Meaning	Description
4	Fully engaged	<ul style="list-style-type: none"> • Always prepared to learn with the correct equipment and 'can do' attitude • Always takes an active role in their learning and keen to try different ways to learn • Listens carefully and acts courteously to others • Confidently asks and answers questions when they are unsure or to find out more/challenge • Keen to make improvements to their work following feedback and advice without being asked • Always takes pride and care in the presentation and quality of work • Completes all homework on time.
3	Mostly engaged	<ul style="list-style-type: none"> • Generally prepared to learn with the correct equipment and 'can do' attitude • Takes an active role in their learning and attempts different ways to learn most of the time • Generally listens carefully and/or acts courteously to others • Willing to ask and answer questions when they are unsure or to find out more • Acts on advice and feedback and willing to improve their work if told to do so • Mostly takes pride and care in the presentation and quality of work • Completes most if not all homework on time.
2	Partially engaged	<ul style="list-style-type: none"> • Often not prepared to learn with missing equipment • Likely to take a passive role in their learning and not attempt different ways to learn • Occasionally distracted and/or doesn't always act courteously to others • Needs prompting to ask and answer questions when they are unsure or to find out more • Unlikely to make improvements to their work following feedback and advice • Occasionally takes pride and care in the presentation and quality of work if reminded • Often misses homework deadlines
1	Disengaged	<ul style="list-style-type: none"> • Rarely prepared to learn with no equipment and negative attitude • Does not engage in learning and rarely attempts different ways to learn • Often distracted or causes distraction and/or can act discourteously to others • Unwilling to ask and answer questions when they are unsure or to find out more • Doesn't make improvements to their work following feedback and advice • Rarely takes pride and care in the presentation and quality of work • Rarely completes homework deadlines

7. BEHAVIOUR CONSEQUENCES – INTERVENTION AND SANCTIONS

When the application of the strategies outlined in section 3 have been exhausted, a member of staff is expected to employ the Behaviour Consequences system. In the classroom the Academy operates a stepped sanction system called Behaviour Consequences. This means unacceptable behaviour is dealt with through the following process by the teacher. Between each step, the student should be given an appropriate opportunity to rectify their behaviour. If a student improves at each step, this must be recognised and acknowledged.

“Attitudes to learning help or hinder your progress”

POSITIVE ATTITUDES TO LEARNING / FULLY ENGAGED



RESTORE
Teacher / Student

Restorative meeting to rebuild relationships and break down barriers to learning.



TEACHER TO ATTEND

Non-attendance at restorative meeting

Non-attendance at subject detention

Non-attendance at House detention

Non-attendance at Principal's detention

Non-attendance at Principal's detention

Inclusion Team monitoring - Potential BASE referral



ENGAGED

DISENGAGED

RESTORE

SANCTION

- **Reminder of the instruction – confidently and clearly**

If the student improves at this step, this must be recognised and acknowledged. Reinforce with positive language. Remember to use positive body language and verbal interaction.

- **Warn (C1) that the student is now on the first consequence. Name is written clearly on the whiteboard**

Where possible, this should be delivered quietly on a one to one basis in a calm and controlled manner without hint of anger or animosity, but perhaps with disappointment in having to do so. Remember the likely response from a student, if you choose to 'raise the emotional stakes'. Where possible, allow the student start up time to respond to the issuing of this first warning and try to revert back to verbal and nonverbal cues. If the opportunity arises to praise the student for responding appropriately to the first warning, take this opportunity but again it may be best delivered quietly on a one to one basis.

Remind the student that if they do not address their behaviour at this point they are choosing to be moved.

- **Move the student away from the source or as a way to distract or insist on time out for a few minutes (C2)**

If the student improves at this step, this must be recognised and acknowledged. Remind the student that it is not too late to rectify their behaviour. If they do not address their behaviour at this point, they are choosing to be removed to P2 and will receive further consequences.

- **Student is issued with a standby slip, staff record on SIMS and the student is sent from class to the P2 room (C3)**

Before the student is removed, a time must be stated for a restorative conversation with the student on the same day. The exact reason for their removal must be written on the slip or recorded on the SIMS behaviour log (this can then be specifically followed up via the Department, with the House Manager/Inclusion Team).

The restorative conversation time should be arranged, if at all possible, for the same day and certainly before the next lesson. The restorative conversation is a discourse between the member of staff and the student. This should be a non-threatening dialogue where both parties can explore what went wrong in the lesson. The conversation is expected to include:

- *What happened?*
- *Who has been affected, how and why?*
- *What's needed to make things right? (peer relationships, negative interaction in class, inability to access the learning due to inappropriately met learning need etc)*
- *How can we make sure it doesn't happen again next lesson? (changed seating plan, additional time, enlarged print, sit nearer the front etc)*

The restorative conversation establishes the next step. If positive, the student is to be praised for recognising the challenges and reintegrated into the next lesson no further action. It is always considered a fresh start for the next lesson.

- **Detentions**

If the student does not attend the restorative meeting then a 20 minute subject detention is given (C4). The teacher alerts the Climate for Learning Manager and subject leader, who arranges detention for the next Subject Detention slot.

The subject teacher should contact the parent/carer to update them on their concern about the young person's actions. If parents/carers are kept informed regularly, with their support the behaviour is rectified.

If not completed then 40 minute House detention after school (C5).

If not completed then 60 minute Principal's detention after school (C6).

If not completed then Fixed Term Exclusion between 1 and 5 days, dependent on incident (C8).

8. EXCLUSION

INTERNAL EXCLUSION - P2 HOLDING ROOM

If a student receives a C3, is removed from the classroom or engages in inappropriate behaviour at break and lunchtime, they are supervised during the remainder of the lesson or session in P2.

P2 is supervised by a senior pastoral leader, Climate for Learning Manager or member of the SLT. The student remains in the P2 room for the remainder of the lesson following which the student resumes their day within the mainstream timetable.

P2 is used during break times and lunch times.

Whilst in P2, students continue with school work and will be expected to reflect on their behaviour and consider why they were removed.

If a student is referred to P2, parents/carers are alerted via the My App facility at the end of that Academy day.

The number of P2 referrals are addressed by the tutor and subject area (from where they received the C3) and sanctions/strategies put in place.

INTERNAL EXCLUSION - SECLUSION

As part of the management of the student behaviour, Maltby Academy has a separate Internal Exclusion room. Students will usually work for one to two days in the Internal Exclusion room and have separate lunch and break times.

Internal Exclusions serve to isolate the student from the mainstream learning environment, ensure they reflect on their actions and reduce the need to issue fixed-term exclusions.

Students reflect on behaviour and are supported with strategies to avoid removal from lessons.

Internal Exclusions are coordinated by the Climate for Learning Manager who records internal exclusions on SIMS and contact subject teams, tutors and parents/carers for further intervention.

ARRANGEMENTS FOR EXTERNALLY EXCLUDING STUDENTS FROM SCHOOL

Fixed-term exclusions will be used when internal deterrents/sanctions are exhausted. Fixed term exclusions of between 1 and 5 days are used to combat extremes of behaviour, challenges to good order and prevention of the teaching and learning.

Exclusions are in line with the Rotherham Metropolitan Borough Council guidelines, and will include a phone call to parents/carers to inform them of the situation, arranging for the student to go home and the length of the exclusion. Work will be provided during this time.

This will be followed by a letter confirming the details of the phone call, identifying what has taken place, the length of the exclusion and the intention to arrange a return to school meeting with parents/carers and a first day back integration.

The aim of the Academy is to avoid permanent exclusions wherever possible but it retains the right to consider this for extremely disruptive, antisocial or dangerous behaviour.

9. SECURING A POSITIVE CLIMATE FOR LEARNING THROUGH INTERVENTION AND SUPPORT – 'PREDICT AND PREVENT NOT FIND A FIX'

A positive climate for learning can be undermined if the Academy does not fully understand and address the barriers to a young person's engagement with learning.

The barriers can include challenges with social, emotional and mental health, special educational needs, learning disabilities or medical needs. The Academy fully engages with extended network provisions across the locality and is well connected in terms of specialist input to support vulnerable young people and their families. The Academy allocates a significant amount of specialist resources to meeting the needs of the most vulnerable to ensure they maximise their achievement in learning and to enable those young people not considered vulnerable to accelerate their progress.

Inclusion is at the heart of learning within the Maltby community. We recognise that sometimes students need extra support in order to achieve their full potential. For specific information about meeting the needs of children and young people with SEND please see the SEND Policy/Statement on the Academy Website.

SECURING ENGAGEMENT THROUGH THE MAINSTREAM AND BESPOKE CURRICULUM PROVISION

The Academy's **REACH programme** (Raising Engagement, Attainment, Communication and Health)

Wave 1	'Ready to REACH'. Early identification in Primary School or children who require specific provision/intervention to support SEMH.	Ongoing INSET provided by specialist staff for teaching and non-teaching staff working with young people with challenging behaviours. Parent counselling support available from the Academy.
Wave 2	Identified students in Y7-11 access bespoke support for SEMH challenges – 1 to 1 tutoring, small group work to ensure they can access mainstream learning environment successfully.	
Wave 3	MALTBY ALTERNATIVE LEARNING PROGRAMME (MALP) – Off Site provision to secure engagement in learning and positive progression routes Y9 - 11.	
Wave 4	Hybrid of Wave 2 and Wave 3.	
Wave 5	Alternative Provision with another provider (Permanent Exclusion to PRU/Rowan Centre).	

SECURING ENGAGEMENT THROUGH THE SPECIALIST INTERVENTION

Rotherham MAST (Multi Agency Support Team) is a vital central service within the Maltby Learning Trust, providing trained counselling, early intervention and preventative support for vulnerable young people and families. Maltby Academy's children and young people are given support to promote positive health and well-being whether physical, mental or social. This on-site support ensures that students are encouraged to maintain focus on learning within the classroom in order to maximize their potential.

VLN (Vulnerable Learners' Network) is a weekly meeting of key Academy leaders who ensure the early intervention and support for children and young people who demonstrate signs of disengagement in learning. To ensure the child's case is 'gripped', the membership includes SENDCO, Complex Case/Medical Officer, Designated Safeguarding Officer and Pastoral Leader, who are charged with connecting and securing the agencies and in school intervention in terms of input, action and output (hence 'gripping' the referral). The team liaise regularly with key workers, teachers, tutors and parents/carers and ensure a holistic approach to meeting the needs of the child or young person.

South Rotherham SEMH Partnership. The Academy believes that permanent exclusion should only be used in an extreme circumstance. The Academy is committed to inclusion and is determined to do all it can to engage children and young people in a learning experience, which meets the needs, aspirations, interests and secures positive progression routes for all. The Academy does however realise that some young people, despite early intervention, differentiation and support, fail to engage in learning and require remedial action to remove them from the learning environment. Leaders of the Academy are active members of the South Rotherham partnership of schools who meet fortnightly to consider young people who demonstrate disengagement in learning. Actions include managed moves for respite support, shared timetables across two organisations, short stays in the Pupil Referral Unit, alternative curriculum support or additional counselling services. These are considered as an alternative to fixed term and more significantly permanent exclusions from the Academy.

10. ROLES AND RESPONSIBILITIES

Name	Role/Contact Details	Staff	Contact
Mr. I. Holborn	Associate Senior Leader		01709 812864
Mr. C. Bonnett	House Manager BARTS		01709 812864
Mrs. S. Prescott	House Manager BEDE		01709 812864
Mrs. S. Cook	House Manager YORK		01709 812864
Mr. M. Tweddle	House Manager ROLLESTON		01709 812864

<p>Mr. C. Burgan</p>	<p>Assistant House Manager</p>		<p>01709 812864</p>
<p>Miss. C. Sell</p>	<p>Assistant House Manager</p>		<p>01709 812864</p>
<p>Miss. L. Critchley</p>	<p>Director of Inclusion / SENCO</p>		<p>01709 812864</p>
<p>Mrs. L. Boote</p>	<p>REACH Manager / Acting Assistant SENDCO</p>		<p>01709 812864</p>
<p>Miss. K. Froggatt</p>	<p>MALP Pastoral Co-ordinator</p>		<p>01709 812864</p>

APPENDIX A – TEACHER / NON-TEACHER TECHNIQUES

Teacher / Non-Teacher Techniques	Details
Need statements	<i>'I need you to . . .'</i>
Take-up time	Allow students not to lose face. Watching and waiting is, in a way, issuing a challenge. Staff must be clear and confident about expressing expectations. Follow any instruction with a pause to allow students time to comply. Examples include: <i>'Open your book and start work now Jane, thank you. I'm going to see Bill who needs some help but I'll come back in a minute if you need any help'.</i>
Thank you / Model politeness	<i>'Concentrate on your work, thank you.'</i>
Partial agreement	Deflects confrontation with students by acknowledging concerns, feelings and actions. Examples include: <i>'You may have been talking about your work but I would like you to...'</i> <i>'I understand, it may not seem fair but...'</i>
Behaviour narration	<i>'You are coming into the room quietly and getting your starter activity without me having to help you. Well done.'</i>
Tactical ignoring	May be appropriate for attention-seeking behaviour. This could be an example of secondary behaviour, so try to focus on the primary behaviour by concentrating on the student. If target students change their behaviour, praise them. Example includes: The member of staff may say to a nearby student. <i>'Well done. You have remembered to put your hand up to answer a question'.</i>
Redirect behaviour	Reminds the students what they should be doing and avoids getting involved in discussion about what the students are doing wrong. It may be possible to focus their attention on the required task. Examples include: <i>'Okay Maria and Mark. We're looking at the extract from Tennyson on page 23 of your books'.</i>
Deferred consequences	Deals with a student who is misbehaving later and therefore removes the 'audience', which is the rest of the class who are watching the drama unfold and also avoids a possible confrontation. Dealing with a student in a one-to-one situation is more likely to have a positive outcome. Examples include: <i>'I'd like to sort this out Amy but we can't do it now. I will talk with you at 10.30'.</i> Also - <i>'I'd like to talk to you at the end of the lesson/break'.</i>
Non-verbal signals to individuals	Very effective because they avoid distracting the rest of the group. Examples might include: Eye contact, shaking head to indicate disapproval, finger on lips for quiet, pointing to work to redirect attention.
Proximal praise	<i>'Well done to Chris, Mark and Steph for getting on with work quietly.'</i> (To students nearby the poorly behaved student).
Language of choice	<i>'If you choose to continue in that way you will be choosing to be sent to P2.'</i>