##### 

##### BRYMORE ACADEMY

**BEHAVIOUR POLICY**

|  |  |
| --- | --- |
| **Created by:** Mark Thomas | |
| **Date:** August 2013 | |
| **Last Reviewed:**  August 2015 | |
| **Review date:** August 2017 | |
| **Signature of Chair of Governors** | **Signature of Headteacher** |

##### Ethos

##### At Brymore we have the highest expectations for student behaviour and conduct which are underpinned by our 3 ‘R’s of responsibility, resourcefulness and resilience. As a boarding academy, with a working farm, workshops and gardens it is essential all students take responsibility for their own behaviour. All students are also expected to take responsibility through working with staff to ensure the good behaviour of others. All adults, including staff, members of the Local Advisory Board, Trustees and parents must uphold these expectations at all times. At Brymore the emphasis is placed firmly on rewarding good behaviour, effort, conduct and achievement through encouraging the development of resilience, resourcefulness and responsibility.

##### Aims:

* To promote a positive learning environment throughout all areas of the academy, ensuring that learning can be effective and students and staff feel safe, secure and respected.
* To ensure that students recognise they are responsible and accountable for their behaviour, and they make clear choices regarding their behaviour.
* To ensure that low level disruption is kept to a minimum, so that time for learning is maximised.
* To ensure students recognise that there are clear and inevitable consequences for their behaviour, both positive and negative.
* To communicate with parents and carers quickly where significant positive or negative interventions have taken place.

**Objectives**

* To reward hard work and success
* To create an environment that supports learning and achievement for all
* To promote good behaviour and discipline
* To help prevent all aspects of bullying
* To encourage the attributes of resilience, resourcefulness and responsibility
* To develop self- esteem, self- discipline and positive relationships based on respect
* To ensure fairness and consistency in response to all types of behaviour
* To work effectively with parents and other agencies in ensuring good behaviour and discipline

**Rewards/Responsibility**

All staff are expected to reward good behaviour, effort, conduct and achievement. The reward system encourages both personal achievement and collective responsibility as all students have a responsibility to achieve merits and house points for themselves and their house. The system is based on celebrating success both individually and collectively.

Rewards can be given as follows:

|  |  |  |
| --- | --- | --- |
| **Daily** | **Examples** | **Contribution** |
| * Verbal or written praise * Awarding of small privilege | * Encouragement, praise, positive feedback in exercise books * Letters/text/phone call home * Leaving class first, staying up 15 minutes later | Encourages good relationships, positive working atmosphere. |
| Merits | Good work, achievement, behaviour , conduct or effort | Individual total.  House total – FOBSA shield |
| Double/triple merits | Exceptional work, achievement, behaviour, conduct or effort | Individual total.  House total- FOBSA shield |
| **Weekly** | **Examples** | **Contribution** |
| Student of the week – postcard home/announced in assembly | Per subject, boarding house and other key area | Individual – postcard home, recognition in assembly, names on screens |
| **Periodically** | **Examples** | **Contribution** |
| House points | Taking part in or winning key events, sporting competitions (e.g. rugby, cross country, quiz) | House total- FOBSA shield |
| Merit certificates/badges – presented in assembly | Bronze, silver gold etc | Individual - Recognition in assembly |
| Certificates – presented in assembly | Completion of courses such as sailing.  Completing set number of ‘Chads’ – e.g. starters award, bronze etc | Individual – Recognition in assembly |
| Ties | Playing ties and colours | Individual –Recognition in assembly |
| Representing the school | Sport, agricultural/horticultural competitions etc | Individual – recognition with peers  Collective – enhancing the academy ethos |
| **Termly** | **Examples** | **Contribution** |
| Commendations | Awarded for excellent achievement, effort or progress in each subject | Individual house point total  House total- FOBSA shield |
| House competitions- Trophies | Rugby, cross country, quiz etc | Collective – trophy awarded  Collective – contribution to FOBSA shield  Individual – medals in cross country |
| **Annually** | **Examples** | **Contribution** |
| School awards afternoon | Individual trophies /certificates for subjects, sport, conduct etc.  All parents invited | Individual recognition – in front of all parents |
| **Culmination of school career** | **Examples** | **Contribution** |
| Year 11 Leavers assembly   * Trophies * Certificates * Full colours | * Individual awards per subject, sport, conduct, progress, achievements etc * Representing the school at rugby/hockey/cricket and completing all activities   Parents invited | Individual – Recognition in front of all parents |

At Brymore students are expected to actively support staff in the running of the academy through farm and garden duties, assisting at key events such as open day and through more formal positions of responsibility. These include:

|  |  |  |
| --- | --- | --- |
| **Position** | **Responsibility** | **Reward** |
| Head Boy | Ambassador of the school, representing the school at key events, leading all prefects. Selected via presentation to the whole school, interview, staff and student vote. | Badge  Participation in three key events per year  Christmas Meal |
| Deputy Head Boy | Ambassador of the school. Overseeing duty teams and student welfare, and standing in for the Head Boy as appropriate. Selected via presentation to the whole school, interview, staff and student vote. | Badge  Participation in three key events per year  Christmas Meal |
| Senior prefects | Ambassador of the school. Six oversee a duty team of prefects, and one oversees mentoring. Selected via presentation to the whole school, interview, staff and student vote. | Badge  Participation in three key events per year  Christmas Meal |
| Prefects | Ambassador of the school. Carry out duties as directed by the Senior prefects. Selected via staff vote, and discussion with Senior prefects. | Badge  Participation in three key events per year  Christmas Meal |
| Head of department | Oversees a duty team in either the farm or gardens. Selected by interview. |  |
| House captain | Ensures all house events run smoothly, and that the house is fully represented. Selected by staff and students. |  |
| Form captain | Represents the form, selected by students. | Badge |
| Student council representative | Represents the boarding house, other students including outboarders and their year group at student council meetings. Chosen via student vote. | Badge  Special breakfast meetings |
| Head of the student council | Chairs meetings, prepares agendas and represents the student body. Chosen by student vote (student council members only) | Badge  Special breakfast meetings |
| Sports captain | Represents either his house or school team. Chosen by staff. | Badge |
| Mentors | Older students who can help younger students settle in or with specific issues. Overseen by the Deputy Head Boy. Chosen by Deputy Head Boy and House parents. |  |
| Guides/School representatives | All students have the chance to represent the school as guides for visitors, helping out at key events(such as open day), assisting with car parking or meeting and greeting visitors as required. |  |

**Staff Responsibilities**

**All staff**

All staff must:

1. Award merits when appropriate
2. Teachers/Learning support staff should aim to award merits every lesson

**Form Tutors**

All form tutors must:

1. Encourage all students to achieve as many merits as possible
2. Encourage all students to participate and contribute towards house events
3. Record all merits and pass totals to the Head of House
4. Award merits during tutor time
5. Support all house event
6. Oversee the election of the form captain

**Heads of House**

All Heads of House must:

1. Ensure form tutors are collecting and recording merit totals
2. Ensure certificates are awarded for students reaching key milestones
3. Foster a sense of achievement and participation in their house
4. Oversee the election of the house captain

**Subject Leaders**

All subject leaders must:

1. Ensure merits are regularly awarded within their department
2. Nominate a student for student of the week each week
3. Nominate students for key prizes at the end of each year.

**House Parents**

All house parents must:

1. Award merits when appropriate
2. Take an interest in and encourage students to collect house points
3. Attend all key house events/celebrations
4. Oversee election of student council representatives

**Senior Leadership Team**

All members of the Senior Leadership Team must:

1. Ensure all staff are actively supporting the reward system
2. Announce student of the week and arrange for postcards to be sent home
3. Present certificates/badges for key milestones
4. Foster a climate where all achievement is celebrated
5. Ensure all positions of responsibility are fairly allocated

**Behaviour and Sanctions**

**General Principles**

Excellent conduct is expected at Brymore. This includes positive behaviour and that individuals take responsibility for their actions and accept the consequences of their actions.

Behaviour management is a team approach and every member of staff has a professional responsibility to their colleagues to support each other by applying the academy’s code of conduct consistently and with certainty.

Persistent low level disruption is not acceptable and staff must promote positive behaviour. Students, who persistently disrupt the safe, caring and nurturing environment of Brymore including in the classroom, around the site or in the boarding houses must be dealt with promptly.

Every member of staff has the authority to discipline students regardless of time and place. Consistency around the site is just as important as in the classroom; the staff’s responsibility for good order and discipline extends to every part of the academy day and every interaction with a student.

**Incident Management**

The member of staff who first deals with any incident remains responsible for that incident throughout, unless another colleague specifically and explicitly takes on that responsibility. Reporting an incident on to a colleague or a Senior Leader does not pass responsibility on to someone else unless explicitly agreed.

**Sanctions**

A sanction affecting a whole class, form group, cluster or boarding house for the misbehaviour of a few students should *not* be used without very good and justifiable reason. All behaviour incidents need to be formally recorded by staff using a referral form. All behaviour incidents are categorised into three tiers, level one, two or three. All level one and two referrals are passed to the office who input the details on to behaviour log for scrutiny by Heads of House, House Parents and the Senior Leadership Team. All level 3 incidents are passed directly to either the Head of House, or the Director of Boarding for immediate action, before the details are then recorded on behaviour log. The Heads of House, Director of Boarding and Senior Leadership Team meet every morning to review all behaviour incidents.

A variety of sanctions are used, depending on the circumstances of each incident. The descriptors below are a guide only, however staff will use their professional judgement in every case.

**Disruption during the school day**

There are 4 levels of sanctions.

**Level 1 – Teacher / classroom based/social time**

|  |  |  |
| --- | --- | --- |
| **Displayed behaviour** |  | **Sanctions**  Any of these would suit the displayed behaviour |
| Talking whilst teacher is talking (several occasions) |  | Verbal warning/s given |
| Disturbing the learning of others |  | Written warning given |
| Mobile / internet phone misuse |  | Time out (no longer than 5 minutes) |
| Lateness |  | Moved |
| Eating in lesson |  | Isolated within class |
| Shouting out |  | Restorative action |

**Level 2 – Classroom with HoD support; All staff with Duty staff support**

|  |  |  |
| --- | --- | --- |
| Persistent anti-learning behaviour |  | Break/lunch Detention |
| Not following sanctions |  | Phone call home |
| Mobile / internet phone misuse  (persistent) |  | Restorative discussion |
| Swearing across class |  | Department report |
| Refusal to work |  | Removal from class next lesson with HoD |
| Failure to follow instructions |  | Restorative action |
| Challenging authority |  | After school detention |
| Out of bounds |  | Break/lunch report |
|  |  |

**Level 3 – Referral (sent out of the classroom for the whole lesson/misses break/lunchtime) HoH**

|  |  |  |
| --- | --- | --- |
| **Persistent and consistent anti-learning behaviour** |  | Immediate removal from class for referral |
| **Bullying – verbal, emotional and physical** |  | Restorative action |
| **Racism / sexist behaviour** |  | HoH detention |
| **Dangerous behaviour** |  | HoH report |
| **Swearing at authority** |  | Phone call home |
| **Consistently failing to follow instructions** |  | Letter home |
| **Consistently challenging authority / refusing to work** |  | Exclusion (Internal/external) |

*Send offending student with a trustworthy student to main office. All referrals should result in a letter being sent home to parents*

**Level 4 – Attached SLT involvement**

Either a serious one –off incident or three level 3 referrals in a half term may result in a fixed term exclusion. This will result in the student being placed on a stage of the code of conduct. If poor behaviour continues Heads of House will decide whether a student moves up the code of conduct. Individual circumstances will be considered at all times and increasing levels of support will be put in place to support the student. Examples are listed in the table below:

**Code of conduct**

The stages of the code of conduct are outlined below:

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Stage** | **Examples** | **Support** |
| Below | All staff | Low level, rare, one off behaviours. Dealt with by staff affected at the time. | Verbal warnings/support.  Detentions/restorative conversations  Parent involvement  IEP/care plan  Mentoring |
| 1 | Heads of House Review | Fixed term exclusion  Persistent disruption  Three level 3 referrals in a half term  One off incident (serious) | Parent involvement  Report card  IEP/care plan  Mentoring |
| 2 | SLT Review | Second fixed term exclusion  One off incident (serious)  Persistent disruption  Failure to respond to Head of House | Pastoral support plan  Use of support agencies |
| 3 | Deputy Heads Review | Repeated fixed term exclusions  One off incident (serious)  Persistent disruption  Failure to respond to SLT | Alternative provision (curriculum/boarding arrangements)  Formal referral to outside agencies |
| 4 | Headteachers Review | Repeated fixed term exclusions  One off incident (serious) Persistent disruption  Failure to respond to Deputy Head | Managed transfer considered  Suitability for boarding reviewed |
| 5 | Governors Review | Repeated fixed term exclusions  One off incident (serious)  Consideration of permanent exclusion | Permanent exclusion/suitability for boarding/alternative provision considered |
| 6 | Permanent Exclusion |  |  |

**Boarding**

Where possible the aim is always to deal with incidents from the day, and those during boarding time separately, however this is not always possible or desirable. A staged approach is also used, however these are deliberately not the same as used during the day, as there are different expectations regarding acceptable behaviour.

|  |  |  |  |
| --- | --- | --- | --- |
| **Level** | **Stage** | **Examples** | **Possible Support** |
| Below | All staff | Low level, rare, one off behaviours. Dealt with by staff affected at the time. | Verbal warnings/support.  Confined to boarding house for fixed period of time/restorative conversations  Parent involvement  IEP/care plan  Mentoring |
| 1 | House Parent | Loud, rude, shouting type behaviour that requires a calming down period  Running / rushing about inside  Challenging authority  Playing loud music | Verbal warnings/support.  Confined to boarding house for fixed period of time  Restorative conversations  Parent involvement  IEP/care plan  Mentoring |
| 2 | House Parent | Persistent breaking of house rules.  One off isolated incidents – rough play, inappropriate behaviour / language  Play fighting  Name calling  Keeping others up after lights out | Verbal warnings/support.  Confined to boarding house for one evening  Restorative conversations/action  Parent involvement  IEP/care plan  Mentoring |
| 3 | Duty Master | Repeated stage 1/2 behaviour  Going into other boarders dormitories / space  Fighting  Rudeness and/or offensive conduct towards any member of staff. | Verbal warnings/support.  Confined to time out area for one evening  Restorative conversations/action  Parent involvement  IEP/care plan  Mentoring |
| 4 | Director of Boarding | Repeated stage 1/2/3 behaviour  Rudeness and/or offensive conduct towards any member of staff.  Vandalism of student/academy property  Leaving school site without permission  Fighting | Verbal warnings/support.  Confined to time out area for three evenings  Restorative conversations/action  Exclusion  Parent involvement  IEP/care plan  Mentoring |
| 5 | SLT | Bullying (including racist / sexist behaviour towards students or staff)  Vandalism  Setting off fire alarm  Drugs / Alcohol offences  Swearing at staff  Violent conduct | Exclusion  Restorative conversations/action  Parent involvement  IEP/care plan  Mentoring |
| 6 | SLT | Repeated level 5 behaviour  Serious one off incident including bringing drugs into school and/or supplying. | Suitability for boarding considered |

**Staff Responsibilities**

**All Staff**

Staff must at all times be positive role models. Staff should model the behaviour we expect from students including punctuality, maintaining high standards of appearance and treating members of the community with respect and dignity. All incidents of poor behaviour should be challenged and the behaviour policy followed

**Teaching staff**

All teachers must:

* Plan for positive behaviour – **see appendix**
* Read when appropriate IEP’s (Provision Maps) for individual students
* Get to lesson on time
* Register students
* Challenge disruptive behaviour
* Follow up incidents of disruptive behaviour with agreed sanctions and paperwork

**Heads of House**

All Heads of House must:

* Ensure that they read the daily behaviour log and liaise with their attached SLT if and when required.
* Attend morning pastoral meetings with SLT
* Analyse behaviour data and use this to inform strategies to help improve behaviour for targeted individuals.
* Support colleagues in other classes - available for referral.
* Ensure that the behaviour policy is consistently used across their responsibility area.
* Ensure regular contact with parents for praise as well as sanctions.
* Deliver quick, effective and appropriate sanctions.
* Inform SLT of any serious incidents

**House parents**

All House parents must:

* Monitor behaviour in their house and report negative boarding behaviour using the necessary reporting procedures
* Read and analyse the behaviour log daily.
* Inform the Director of Boarding of behaviour incidents at breakfast daily
* Deliver quick, effective and appropriate sanctions.
* Work restoratively at all times
* Be a link with parents

**Tutors**

All tutors must:

* Engage with students in their tutor group in a supportive capacity
* Support the Head of House in dealing with behaviour
* Carry out their mentoring responsibilities

**Senior Leadership team**

All members of the Senior Leadership team must:

* Support staff and students in ensuring that behaviour at Brymore is positive.
* Work with colleagues to develop a range of strategies that promotes positive behaviour.
* Empower colleagues to manage behaviour.
* Deal with serious incidents as appropriate.
* Consult the Head of House before all key decisions regarding students

**Parents**

All parents are expected to:

* Support the academys’ behaviour policy and code of conduct
* Support the academy in its use of rewards and sanctions

**Governors**

All governors must:

* Support the agreed behaviour policy
* Regularly review the policy
* Acknowledge the achievements of the staff in managing behaviour issues
* Attend the Discipline Committee when appropriate

**Students**

Students must:

* Get to class on time
* Enter the classroom quietly and settle quickly
* Bring correct equipment to lessons
* Follow classroom procedures: Sit where told, Not interrupt the learning of other students, Follow instructions by all members of staff (without arguing)
* Listen attentively and not shout out
* Not use inappropriate language
* Listen to others ideas and work together
* Care for their academy environment
* Show respect to all staff, at all times
* Acknowledge that they are responsible for their own behaviour and actions
* Use ICT appropriately
* Treat each other with respect at all times

**Boarding**

**All Staff**

Staff must at all times be positive role models. Staff should model the behaviour we expect from students including punctuality, maintaining high standards of appearance and treating members of the community with respect and dignity. All incidents of poor behaviour should be challenged and the behaviour policy followed

**Non-negotiable: All staff are expected to:**

* Challenge disruptive behaviour
* Be on time for duty
* Follow procedures as clearly defined in the boarding handbook
* Follow up incidents of disruptive behaviour with house sanctions and paperwork
* Be aware of emergency procedures as laid out in the Boarding hand book

**Good practice for Duty staff:**

* To have read the boarding handbook
* To engage the students that you are caring for

**House parents are expected to:**

* Monitor behaviour in their house and report negative boarding behaviour using the necessary reporting procedures
* Read and analyse the behaviour log daily.
* Liaise with SLT at breakfast daily
* Deliver quick, effective and appropriate sanctions.
* Work restoratively at all times
* Be a link with parents
* Maintain a calm and relaxed atmosphere within the boarding house at all times
* Maintain a caring and nurturing atmosphere within the boarding house at all times
* Put on activities as and when necessary during weekends and sometimes in the week
* Be on time for duty

**Duty Masters expected to:**

* Follow the procedures as laid out in the boarding handbook
* Be on time for duty
* Deliver quick, effective and appropriate sanctions and rewards
* Work restoratively at all times
* Be directed by the resident House parent as they see fit
* Pass on any safeguarding and student protection concerns immediately if necessary
* Maintain a calm and relaxed atmosphere within the boarding house
* Maintain a caring and nurturing atmosphere within the boarding house at all times

**SLT attached to Boarding Houses are expected to:**

* Support staff and students in ensuring that behaviour in boarding house is positive.
* Work with colleagues to develop a range of strategies that promotes positive behaviour.
* Empower colleagues to manage behaviour.
* Deal with series incidents as appropriate.
* Help with the prep and the bedtime procedures in their attached house.

**Head of Student Welfare is expected to:**

* Lead behaviour across the boarding houses
* Support staff and students in ensuring that behaviour in the boarding houses is positive.
* Work with colleagues to develop a range of strategies that promotes positive behaviour.
* Empower colleagues to manage behaviour.
* Deal with series incidents as appropriate.

**Students are expected to:**

* Follow boarding procedures and the sanctions for unacceptable behaviour
* Not use inappropriate language
* Listen to others concerns and feelings
* Care for their academy environment
* Show respect to all staff, at all times
* Acknowledge that they are responsible for their own behaviour and actions
* Not make decisions that contravene basic common sense

**Exclusions**

There are three categories of exclusion:

**Internal**

The student works in isolation from their peers, for the day or days of the exclusion. As a sanction internal exclusions are used for relatively serious incidents or persistent misbehaviour and are authorised by the Head of House or a Senior member of staff.

**External**

Students are excluded from being in the academy or on the academy site for a specified number of days. External exclusions are only used for serious breaches of the academy's code of conduct or for individuals who persist in breeching the code of conduct. These can only be sanctioned by the Headteacher, or the most senior member of staff in his absence.

**Permanent (including unsuitability for boarding)**

Students who are permanently excluded are removed from the academy role and are no longer permitted to attend the academy. Permanent exclusion is only used for the most serious or persistent cases where it would be untenable for the student to remain at the academy. From the sixth academy day of a permanent exclusion, the LA is responsible for ensuring that suitable full-time education is provided. Only the Headteacher can authorise a permanent exclusion.

It is a legal requirement that externally and permanently excluded students may not be in any public place during the academy day for the first 5 days of exclusion, without reasonable justification. These justifications might be: medical appointments previously made or emergency situations that require the presence of the excluded student.

**Permanent exclusion will result if a student persistently disrupts the learning of others, either inside or outside the classroom. A permanent exclusion will also result for serious one off offences such as: threatening or violent behaviour towards a student or member of staff, supplying / dealing / selling drugs or continued (more than once) drug misuse. This list is not meant to be exhaustive and the decision to permanently exclude a student is not to be taken lightly, and the needs and rights of the individual must be balanced against the needs and rights of the whole academy community.**

**APPENDIX 1**

***“Planning for Good behaviour”***

**Good lessons promote good behaviour**

All students have the right to learn. It is the role and responsibility of the teacher to ensure this happens.

**All teachers should:**

* Produce seating plans where necessary
* Get to lessons on time
* Greet all students positively
* Establish clear routines
* Register – using lesson monitor
* Be prepared for the lesson
* Praise students for positive behaviour / work
* Deal with primary behaviours (see below for definition)
* Be consistent when using praise and sanctions
* Give clear signals when you want silence
* Move around the room regularly
* Separate the behaviour from the student
* Model how to put things right

**Features of a good lesson include:**

* Calm entry and exit
* Lesson objectives made explicit and understood
* High expectation and challenge
* Instructions and explanations are clear and concise
* Variety of activities linked to different learning styles and Bloom’s taxonomy
* Independent and interdependent learning encouraged
* High standards of behaviour are expected
* Poor standards of behaviour are challenged

**Appendix 3b -**

**Staff guidance on behaviour management**

Staff are often faced with incidents which need dealing with there and then. For such occasions guidelines about what you might do and where to get advice may help.

With some students you may have to be firmer when dealing with their disruptive behaviour. Accept that you have the right to set firm limits and ask for assistance from senior colleagues.

With others you may need to be more positive. You will need to determine motivators which will be of influence - for instance, an attention-seeking student could earn personal time with you.

Respond and act as soon as possible on your concerns. *Employ the principle of certainty not severity. In this way your authority will remain credible and intact and anything you do in future will be viewed as having influence*

Be firm and calm but persistent. *Calm, controlled voice with repetition, if required.*

**Be Positive**

**Give students positive outcomes:**

*“Walk” in preference to “Do not run”*

*Affirm your expectations that the correct behaviour will follow:*

*An instruction followed by “Thank you” give a positive affirmation of expectation.*

**Give choices**

**Giving a choice creates fewer opportunities for confrontation as the student has some ownership of the outcome.**

*“You can choose to calm down or you can choose to be sanctioned”*

*“You can choose to listen to me or not, but there will be consequences – are you ready to accept those consequences?”*

**Deal with Primary Behaviour**

Students will sometime argue with a decision or an instruction. Deal first and foremost with the primary matter. Secondary responses can be dealt with later.

***Primary Behaviour*** *– Student is getting stressed*

*(Care staff) – “Calm down and talk to me about it. Thank you!”*

***Secondary Behaviour***

*(Student response) - “I’m only messing about!”*

*Possible teacher response “Maybe that is the case. And I need you to calm down now, Thank you”*

* Avoid hostile remarks this can be very threatening and confrontational.
* Never strike a student.
* Never swear at a student.
* Avoid humiliation.
* Always follow through any stated consequence.
* Say what you mean and mean what you say.
* Plan appropriate consequences.

**Strategies to help with non-disruptive and disruptive behaviour**

1. **Non-disruptive off task behaviours, for example:**

* Looking out of the window
* Day dreaming
* Putting head / arms on desk

Range of strategies

* Mention name
* Physical proximity
* Proximity praise of other students
* The stare

1. **Disruptive off task behaviour, for example:**

* Shouting out
* Talking when should be silent
* Pushing and shoving
* Out of seat

Range of Strategies

* Reminder of academy rules / class expectations etc.
* State the desired behaviour in a positive manner – “listen while some is speaking”
* Tactically ignore poor behaviour and praise those around
* Seating plans
* Use of “what should you be doing?” or “what have I asked you to do?”
* Remind students of consequences to actions
* Use behaviour objectives with lesson objectives
* Say ‘Thank you’ after giving instructions

**Range of Strategies – Evening/Weekend**

* Reminder of boarding house rules
* State the desired behaviour in a positive manner
* Tactically ignore poor behaviour and praise / reward those around
* Use of “what should you be doing?” or “what have I asked you to do?”
* Remind students of consequences to actions
* Say ‘Thank you’ after giving instructions