



Behaviour Management Tips

Below are a few tips so that you and the class have an enjoyable, productive day.

- **Know The Schools' Policies** – if there is a problem, who should you turn to? Is there a 'time out' spot? Is it appropriate to put a pupil outside the classroom? What rewards and sanctions does the school approve of?
- **Name Drop** – pupils will spot that you're a supply teacher a mile off and expect to get away with poor behaviour. Use the name of their class teacher or the head to the class see you as member of the school team.
- **Positive Reinforcement** – take every opportunity to give genuine praise to reinforce positive behaviour. Having a strategy that acknowledges those who behave appropriately also demonstrates your expectations to others. (some ideas below)
- **Show confidence** – Think about your non-verbal communication – you want to demonstrate a clear control of the situation. Maintaining eye contact is important. Establish yourself and your expectations quickly and clearly. Remember, the children may see the arrival of the supply teacher as the start of a one-day holiday!
- **Give Clear Instructions** – make sure there is no ambiguity about who is in charge! Set tasks with explicit aims and objectives for the pupils to complete during the lesson.
- **Personal space** - For most of us, personal space is approximately the radius of an outstretched arm; any further away, and it is difficult to work out who is being spoken to. Any closer and you begin to invade intimate space. If you need to be that close, consider standing slightly sideways and avoid a confrontational manner.
- **Proximity praise:** Rather than giving random praise, spot the off-task pupil and make sure you praise the pupil nearby who is on task and complying. This is far more positive than simply noting the wrong behaviour.
- **Sanctions** – avoid jumping straight to the ultimate punishment! If you have trouble with a difficult child, you should first try to work through the classroom behaviour system and start with low-level intervention first. Focus on the behaviour and not the child and be consistent with whatever strategy you choose.
- **Remain Calm & Non-Confrontational** - If you are speaking to an individual pupil, don't shout across the room or remain rooted behind your desk; move in. Be aware of your speed of approach! Once you have spoken to the pupil, the temptation is to remain close by, waiting for compliance. You are far more likely to see success if you move away, expecting compliance. This enables the pupil to make a good choice without the stress of your presence.
- **Voice matching** - Your voice should be at the volume and intonation you expect from the pupil. A loud and aggressive voice will usually result in a loud and aggressive response
- **Move round the Class** – this shows pupils you are interested in their work and helps avoid poor behaviour caused by lack of understanding.
- **Time out/Change seat:** A change of environment will often help to focus a pupil. Don't forget, the emphasis should be on *time*. Make sure you have a plan of how to reintegrate the pupil back into your teaching group.

Some Practical 'Tips of the Trade'

1. Superstars of the Day

Draw an empty shape on the board before the students arrive and give it an attention grabbing title. When the children arrive explain that this will not be erased after school, but will be left up for (their class teacher's name) to see the next morning.

Explain that during the day you will place a special pen (or use any object of your choice) next to them when you spot them doing something good. They can then go to the board and write their name in the shape you have drawn.

You will need to discuss the sort of behaviours you are looking for and those that may well see their name removed from the shape!

You could also give every child, whose name is in the shape at the end of the day, a sticker.

2. Points Game

This is good for older pupils who may be having trouble keeping on task. Have a list of pupil names and explain that during the day you will be giving points as they work.

Share the points scored at break times be just say giving them the top 5 scorers so far.

At the end of the day you could reward the top 5 or explain that you will leave the results to their class teacher to reward the winners the following day.

3. Golden Time Reward

You could offer the class as a whole an incentive to work towards during the day. Discuss what the children would like in this 'free time' and set some 'rules' for them to follow.

4. Group Competitions

Draw a chart of some kind on the board that divides the kids up into teams. When a team is working well on something, call one of those pupils up to give their team some points on the board. At the end of the day, congratulate the winning team and either hand out your own prize or let them know you'll be informing their class teacher of their wonderful effort.

5. The Stopwatch

Set up an interactive stopwatch on the whiteboard (there are plenty on the internet). I have found this idea great in reducing noise levels. Explain the level of noise you expect in the class and show them the stopwatch. Basically, instead of raising your voice to gain their attention just start the stopwatch. Stop it counting when the noise level drops down.

It's amazing how quickly they all start to use low voices and tell their peers to do the same!

The total time on the stopwatch was then taken off their break times and they had to remain in class until the time lost had passed.

If anyone can add any other strategies or practical tips please let me know.