****

**Teacher Standard 7: Manage behaviour effectively to ensure a good and safe learning environment**

**This document is intended as supporting guidance, not as an assessment criteria or checklist.**

**An early career teacher:**

* *Has* ***clear*** *and* ***consistent*** *expectations for excellent behaviour and learning behaviours.*
* Is ***proactive*** in creating their own strategies and critically reflect on these.
* Uses a wide range of positive behaviour management strategies throughout, including imposing sanctions effectively, consistently and fairly, as appropriate.
* Keep pupils motivated and engaged throughout.
* Acts in accordance with the school’s behaviour policy.

**Key questions to ask yourself:**

* Do I understand the school’s behaviour policy and procedures? Am I confident to follow these? Is a consistent approach being used by adults with my class?
* Am I proactive? If I need support with my management of behaviour, am I seeking this in a timely manner?
* Do I have high expectations of pupils’ behaviours and attitudes to their learning?
* Am I able to use a range of behaviour strategies, including rewards/praise and sanctions? Have the pupils been involved in the formulation of these?
* How does my voice and mannerisms impact positively on my presence? Can I act decisively?
* Are there respectful, supportive and nurturing relationships in my class? How do I know this? Is this impacting positively on pupils’ mental health?
* Am I aware of each pupil’s personal journey and any specific individual and group learning needs? Am I respectful of how pupils learn? Do I understand how some factors may impact negatively on behaviour and motivation to learn?
* Am I able to identify low-level disruption and act promptly and decisively, in accordance to school polices?
* How are my classroom layouts, routines and organisational strategies supporting the pupils that I teach? Is this environment welcoming and inclusive? Consider room temperature and furniture configuration.
* How is my provision and my teaching both motivating and engaging my learners? Is this encouraging positive learning behaviours, including perseverance and resilience?

**Teachers’ Standards sub-headings:**

|  |
| --- |
| 1. Have very clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour in classrooms and around the school, in accordance with the school’s behaviour policy
 |
| Strategies: | * **Taking responsibility** -take responsibility for and have the knowledge, understanding and skills to promote and manage behaviour effectively. This relies on a confident understanding of the behaviour policy and procedures. There is a supportive and effective climate for learning/ethos.
* **Positive Relationships** - spend time at the start of your ECT induction period to get to know your pupils (and their families). Use their motivations, including interests, hobbies and talents to ‘hook’ learning behaviour expectations on to.
* **Apply consistency** -be consistent with your behaviour expectations - this includes rules and routines for behaviour. Establish expectations at the beginning of your ECT induction period and apply these expectations consistently. Don’t ignore low-level disruption.
* **Be encouraging** - actively encourage and praise pupils to behave well in the classroom and around the school. Display high levels of courtesy, co-operation and positively.
* **Be assertive, as required** - show that you can confidently and effectively tackle bullying, including cyber and prejudice-based bullying and other forms of abuse.
* **Anticipate** - be prepared for the difficult conversations with both pupils and parents/carers. For example, be confident to approach sensitive issues.
 |
| 1. Have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly
 |
| Strategies | * **Sustain expectations** - consistently set and sustain high expectations of behaviour. Model and acknowledge this, as required.
* **Understand the school’s policy** - establish, maintain and apply the school’s behaviour policy, using a wide range of effective strategies in order to support and motivate your pupils.
* **Fairness** - show fairness when implementing rewards and sanctions, with an awareness of the needs of individuals and groups of pupils. Be aware of the challenges presented by the distribution of rewards.
* **Behaviour toolkit** - consider employing some of the strategies learnt during behaviour sessions at BGU. Reflect on the notion of a ‘behaviour management toolkit’.
 |
| 1. Manage classes effectively, using approaches which are appropriate to pupils’ needs in order to involve and motivate them
 |
| Strategies | * **Inspire** - consistently manage a high level of pupil motivation and involvement using a range of effective approaches appropriate to pupils’ developmental needs and interests. You need to know and understand your pupils (and their families).
* **Plan carefully** - plan and deliver inspiring lessons which engage and encourage pupils to focus on learning. Reflect on how pupils learn.
* **Encourage personal satisfaction** - highlight the intrinsic rewards associated with good learning behaviours. For example, willingness to have a go and perseverance. (EYFS characteristics of effective learning)
* **Access useful information** - know which pupils may have individual educational plans (IEPs) or Educational Healthcare Plan (EHCPs) and implement these according to school’s expectations and the pupils’ needs.
* **Reflection** - evaluate lessons carefully and discuss these in your NQT mentor meetings. Seek advice as soon as this is required.
 |
| 1. Maintain good relationships with pupils, exercising appropriate authority, and act decisively when necessary
 |
| Strategies | * **Positive Relationships** - consistently demonstrate effective professional relationships with pupils, exercising appropriate authority; act decisively when necessary. This includes communications with parents/carers.
* **Modelling** - model positive communication, values and respect. Notice and praise accordingly.
* **Respect** - demonstrate that all pupils are valued and heard. To do this, you need to know your pupils and their families. Awareness of mental health agenda.
* **Manage with confidence and exercise appropriate authority** - maintain an appropriate teacher/pupil relationship which allows for an authoritative stance when required.Can act decisively. Reflect on your voice and presence.
 |

|  |
| --- |
| Possible Evidence |
| * Actively reading and understanding of the school’s behaviour policy – a good working knowledge of this.
* The class ethos - there is a good and safe learning environment.
* Pupils have high self-esteem and motivation levels.
* **Lesson observations show:**
	+ Fairness and consistency
	+ Pupil engagement and motivation - pupils have pride in their achievements
	+ Personal rapport with pupils
	+ Effective use of voice
	+ Effective body language
	+ Modelling of good behaviour
* Awareness of low-level disruption - an ability to address this both quickly and effectively
* Quality of work, presentation and learning - links to high behaviour expectations. For example, handwriting.
* Classroom displays celebrate positive behaviour and values - these may include rules/behaviour expectations**.**
* Planning and teaching show an understanding of how pupils learn and are motivated.
* Understanding of exclusion rates, behaviour logs and bullying logs/procedures.
* Seating plan used effectively and thoughtfully
* The nature of the provision - inclusive
* CPD linked to behaviour management - impact on practice
* Feedback from colleagues indicates advice is sought and acted upon when difficulties arise - this may include observing other colleagues’ behaviour management strategies.
* Communication with pupils, parents/carers and other professionals.
* Pupil feedback confirms effective behaviour management - this is reflected in pupils’ mental well-being.
 |

**How could I use my CPD time? You may want to:**

* Read and understand the school’s behaviour policy and procedures.
* Explore specific behaviour management approaches such as conflict resolution and physical intervention (you will need specific training for the latter).
* Observe how others implement the school’s behaviour policy. This could be in other classes, with staff teaching your class or recognising behaviour management during a specific activity. For example, lining up, assemblies and playtimes. Give attention to transition times - these can present challenges for both teachers and pupils.
* Observe how sanctions and rewards are distributed and used to positive effect. At which points in the lesson are rewards distributed? Does this have to be the end?
* Look closely at aspects of staff behaviour. For example, their use of voice and their presence. How do individuals’ model and promote good behaviour? How do staff communicate with pupils?
* Understand the importance of following aspects of the behaviour policy. For example, dealing with, and recording, any claims of bullying.
* Explore how aspects of the provision support individuals and groups of pupils. For example, the classroom organisation and some routines. Are their quiet reflective spaces? Is consideration being given to the mental health agenda?
* Understand the school and class rules. How are these displayed and referred to?
* How does the school work with parents/carers to embed the behaviour expectations? For example, through discussions, codes of conduct, and the display and distribution of information.
* How do staff work together to ensure a consistent approach is applied? This may include working closely with support staff and supply teachers/coaches.