

Teacher Standard 7

Manage behaviour effectively to ensure a good and safe learning environment

- have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy
- have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly –
- manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them
- maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary

What this might look like in the classroom?	Example of evidence you might collect.
The classroom has an open and accepting ethos	Feedback from observations or TAs- formal or informal Record a ten minute bit of a whole class discussion in a lesson and reflect critically on what you see.
All children feel safe to contribute during all lessons	Feedback from observations or TAs- formal or informal Record a ten minute bit of a whole class discussion in a lesson. Did all children feel safe to contribute?
All pupils' needs are catered for through the use of: <ul style="list-style-type: none"> • Resources • Targeted Questioning • Seating positions • Peer/adult interactions 	Annotated planning Observation feedbacks- formal or informal

<p>Tasks are designed to ensure that all children can access the learning and feel positive about their ability</p>	<p>Annotated planning</p> <p>Observation feedbacks- formal or informal</p>
<p>Pupils are motivated to join in with lessons as demonstrated by:</p> <ul style="list-style-type: none"> • Engagement during whole class, group and individual work • Pride in their achievements 	<p>Pupil interviews</p> <p>Observation feedbacks- formal or informal</p>
<p>Rewards specifically related to mathematics embedded within lessons</p>	<p>Target met stickers and stampers used</p> <p>Visual display of maths targets</p>
<p><u>Observe colleagues teaching and managing children</u></p> <p><u>Behaviour Journal</u></p> <ol style="list-style-type: none"> 1) Keep a journal of the techniques for behaviour management you see 2) Try to classify them into <p>- transition strategies</p>	

<ul style="list-style-type: none"> - positive reinforcement - consequences - classroom ethos - etc. <ol style="list-style-type: none"> 3) Evaluate the impact of what you see and decide on something new to work on. 4) Keep this behaviour journal running throughout your training and into your NQT year until you feel secure in TS7- note down new things you spot, continue to try new things and reflect on them. <p><u>Child's perspective</u></p> <ol style="list-style-type: none"> 1) Observe some teaching but watch the children, not the teacher. Note their reactions to behaviour prompts. 2) Consider creating a profile of an especially challenging pupil- watch them for a sustained period, 	
---	--

<p>perhaps a whole day; interview them; watch them with different colleagues- analyse what you see; what are the implications for when you teach that pupil (or one similar)?</p> <p>3) Repeat steps 1 and 2 but focus specifically on behaviour within mathematics lessons. Are they anxious, disengaged etc for mathematics specifically? Why?</p> <p><u>Voice and Behaviour</u></p> <p>1) Watch an experienced teacher</p> <p>2) Note down their body language, posture and voice tone at various points in the lesson</p> <p>3) What is the impact on the behaviour? Why?</p> <p>4) Practice imitating positive aspects</p>	
---	--

<p>you see at home and then in the classroom – reflect.</p>	
---	--