

Key reflective question: **How do your relationships and expectations in a primary classroom support children’s learning?**

**Talk-throughs:**

* Describe how you have used high expectations within the classroom to impact positively on behaviour management.
* Describe a difficult/challenging situation relating to pupil behaviour that you feel you overcame. What did you learn from this experience?

**Key readings and university sessions:**

* [Department for Education (2013) Behaviour and Discipline in schools: guidance for headteachers and staff](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/488034/Behaviour_and_Discipline_in_Schools_-_A_guide_for_headteachers_and_School_Staff.pdf)
* [Bennett, T. (2020) The beginning teachers behaviour toolkit: A summary](https://tombennetttraining.co.uk/wp-content/uploads/2020/05/Tom_Bennett_summary.pdf)
* The students have developed an understanding of: Maslow’s Hierarchy, Rogers’ Core Conditions, Social Learning Theories, Motivation Theories and Behaviourist approaches
* The 3Rs to behaviour curriculum prompt sheet has been provided

**Prompt questions for observing children and expert colleagues:**

* How do children understand the expectations for behaviour in school/in class/in particular subjects?
* How do expert colleagues work with other colleagues to support pupils in managing their behaviour?
* How do expert colleagues use consistent language and non-verbal cues for common classroom directions?
* How do children respond to praise/rewards/sanctions and how is this different to the age group you worked with in Phase 1?
* How are low level disruptions dealt with?

*NB: See the 3Rs Prompt Sheet for further questions*

**Prompt questions when being observed or evaluating your practice:**

* How have you refined your setting up of routines and positive relationships from the beginning of this placement?
* How have you been applying the school/class behaviour policy to establish a safe learning environment?
* How have you refined your consistent approach to managing key transition times to ensure the children have clear expectations?
* How have you been dealing with low level disruptions?
* To what extent have you been consistent in your behaviour management strategies?

**RELATIONSHIPS AND BEHAVIOUR MANAGEMENT**

**Primary PGCE – Phase 2**