

Key reflective question:

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

**Key readings and university sessions:**  
(Links are available on the Partnership site)

* [Department for Education (2013) Behaviour and Discipline in schools: guidance for headteachers and staff](https://www.gov.uk/government/publications/behaviour-in-schools--2)
* [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

**Primary PGCE – Phase 1**

**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 help children know what they are expected to do in the classroom/in a lesson?
* What are the routines for children entering and leaving the classroom, moving around the classroom, accessing resources, playtimes and lunchtimes?
* How do children respond to praise/rewards/sanctions?
* 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 been developing respectful relationships with the children?
* How have you been applying the school/class behaviour policy to establish a safe learning environment?
* How have children been responding to your expectations of their behaviour and those required for learning?
* How have you been dealing with low level disruptions?
* To what extent have you been in consistent in your behaviour management strategies?

**RELATIONSHIPS AND BEHAVIOUR MANAGEMENT**