

**Talk-throughs:**

- Talk through how you have begun to build positive and professional relationships with the children in your class?
- Describe how your school and/or mentor set expectations and communicate values. What have you learned from this?

**Key readings and university sessions:**

- [Department for Education \(2013\) Behaviour and Discipline in schools: guidance for headteachers and staff](#)
- [Bennett, T. \(2020\) The beginning teachers behaviour toolkit: A summary](#)
- The trainees 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.

**Key reflective question:**

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

**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 consistent in your behaviour management strategies?