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
- 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

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 children 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?

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