|  |  |
| --- | --- |
| **SECONDARY SPRING TERM** | |
| **Learning:** Behaviour and Classroom Management[S7, Part2] | |
| **Objectives**   * Understand your placement school's behaviour policy, the principles which underpin it, and how it is implemented in the classroom. * Know a variety of behaviour management strategies and whole school approaches to behaviour. | **Link to the Core Content Framework**  1.1 7.3  1.2 7.4  1.4 7.5  7.1 7.6  7.2 7.7 |
| **Activity** | **Resources Required** |
| **Recap**  Display the following statements - on a whiteboard or paper (could be cut out if you have time!).  Trainee/s should rank order them as most-least important for promoting good behaviour in school.  1. The school is committed to helping all students.  2. The school promotes a positive school atmosphere where rewards are used more than sanctions.  3. Behaviour is managed consistently by all teaching staff.  4. Teachers and parents work together.  5. Good relationships are built between students and teachers.  6. Teaching staff talk to each other about how best to promote good behaviour.  7. A range of different strategies for supporting good behaviour are available.  8. Appropriate training is available for teaching and non-teaching staff.  Discuss their reasoning. [There is not right answer]. | Statements need to be displayed - either on paper or on a whiteboard/screen |
| **Exploring Policies**  Read the DfE publication 'Case studies of behaviour management practices in schools rated Outstanding' (March 2017).  **Ideally, ask trainees to read this in advance of the session**, or look just at the ten key themes on page 8.  Discuss:   * Using the key themes outlined on page 8, how have the case study schools approached these key themes? Where are these the same or different? What are the different roles of class teachers, department leads and senior leadership? * Alternatively - if they haven't read the document in advance - discuss how your school addresses each of these key themes.   Then discuss the school's behaviour policy, and how trainees have seen this put into practice in the classroom. You might talk about:   * The school's official behaviour management policy - how are teachers expected to implement that policy in the classroom? * Are there differences in behaviour management between year groups/departments/groups of students? If so what are the possible reasons for this? | <https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/602506/Behaviour_Management_Case_Studies_Report.pdf#page=5&zoom=auto,-113,786>  School Behaviour Policy |
| **Exploring Strategies**  Teacher should lead a discussion on the implementation of policy in the classroom, perhaps with one or two specific examples from their own practice. You could discuss:   * How do teachers use rewards and sanctions? Which do they use most often? * What are the particular challenges? * How do class teachers manage behaviour strategies - e.g. rewards and praise, sanctions, collecting data for rewards and sanctions?   Alternatively / additionally, you might watch one or two of the video resources (see right) and discuss with the trainee/s:   * What practice advice do the videos provide about how to implement behaviour management in the classroom? * How can trainees translate these into their own teaching? | Sue Cowley: Behaviour management strategies every teacher should know  <https://www.youtube.com/watch?v=b97TNZisixM> (11 mins)  Dr Bill Rogers:  A suite of short videos focusing on different aspects of classroom practice  <https://www.youtube.com/watch?v=r351z1MqL10> (videos between 3 and 6 minutes long)  Thom Gibson.   An American practitioner with 10 thought-provoking tips for teachers  <https://www.youtube.com/watch?v=u8kUwpO3ucw&feature=youtu.be> (10 mins)  Manage that Class Sue Cowley.  This is a coaching session with a Y4 Primary teacher.  This focuses on noise levels, settling to tasks and giving instructions.  <https://www.youtube.com/watch?v=u8lajrOfqUk> (14 mins) |
| **Want to know more?**  This is a case study showing how a new behaviour system was implemented at Huntington Research School (July 2019)  <https://researchschool.org.uk/huntington/news/behaviour-case-study> | |